DOCUMENT RESUME

ED 035 988 EA 002 748

TITLE PLANNING QUALITY EDUCATION: A PROPOSAL FOR INTEGRATING THE DENVER PUBLIC SCHOOLS.

INSTITUTION DENVER PUBLIC SCHOOLS, COLO.

PUB DATE OCT 68

NOTE 158P.

EDRS PRICE EDRS PRICE MF-$0.75 HC-$8.00

DESCRIPTORS COMMUNITY CHARACTERISTICS, *EDUCATIONAL COMPLEXES, EDUCATIONAL FINANCE, EDUCATIONAL INNOVATION, *EDUCATIONAL PLANNING, *EDUCATIONAL PROGRAMS, *EDUCATIONAL QUALITY, ELEMENTARY SCHOOLS, EQUAL EDUCATION, INTEGRATION PLANS, RACIAL BALANCE, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL CONSTRUCTION, *SCHOOL INTEGRATION, SECONDARY SCHOOLS, STUDENT TRANSPORTATION, TEACHING ASSIGNMENT

IDENTIFIERS DENVER

ABSTRACT

THIS DOCUMENT CONTAINS A COMPREHENSIVE PLAN FOR ACHIEVING QUALITY INTEGRATED EDUCATION IN THE DENVER, COLORADO, PUBLIC SCHOOLS. A SYSTEM OF ELEMENTARY AND SECONDARY MODEL-SCHOOL COMPLEXES IS PROPOSED AS A VEHICLE FOR MAXIMIZING SOCIAL AND RACIAL INTEGRATION WHILE PROVIDING INNOVATIVE INSTRUCTIONAL PROGRAMS FOR ALL STUDENTS IN THE SCHOOL SYSTEM. A DESCRIPTION OF THE APPLICATION OF THE MODEL-SCHOOLS CONCEPT TO DENVER'S ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS IS FOLLOWED BY SPECIFICATION OF THE OPERATIONAL REQUIREMENTS IN THE FOLLOWING AREAS: (1) TRANSPORTATION AND PUPIL ASSIGNMENT, (2) INSTRUCTIONAL PROGRAMS, (3) STAFFING, (4) CONSTRUCTION AND FACILITIES, (5) TIMING FOR IMPLEMENTATION, (6) FINANCING, AND (7) PUBLIC RELATIONS. A LIST OF COMMUNITY ORGANIZATIONS INVOLVED IN THE PLANNING PROCESS AND A BIBLIOGRAPHY CONTAINING 90 RECENT CITATIONS ARE APPENDED. MAPS ON PP. 15A-15I AND ON PP. 99A-99F MAY BE OF POOR QUALITY WHEN REPRODUCED. (JH)

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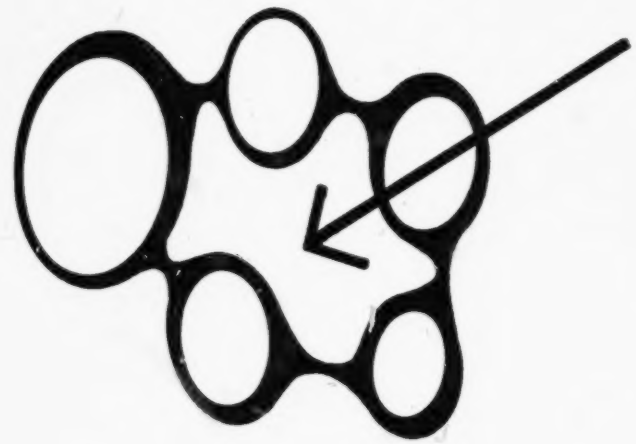

PLANNING... QUALITY EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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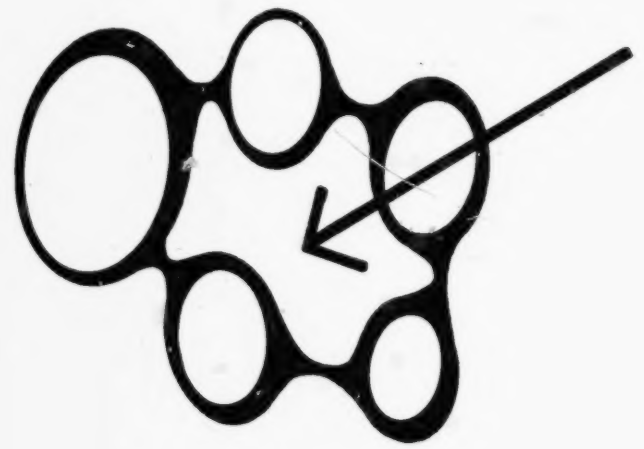
EA 002 748

A PROPOSAL FOR INTEGRATING THE DENVER PUBLIC SCHOOLS

ROBERT D. GILBERTS, *Superintendent*

OCTOBER, 1968



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A PROPOSAL FOR INTEGRATING THE DENVER PUBLIC SCHOOLS

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In addition to the work of those noted above, many staff members of the Denver Public Schools have made significant contributions to this plan.

PEOPLE
FACILITIES
ENVIRONMENT

QUALITY INTEGRATED EDUCATION

NEW SCHOOLS
METRO YOUTH CENTER EXPANSION
EDUCATION SUPPORT FACILITIES

MODEL HIGH SCHOOL COMPLEX
CONSTRUCTION to meet needs :

Elementary	$ 24,820,000	$ 43,090,000
Junior High	$ 7,000,000	$ 13,000,000
Senior High	$22,600,000	$ 13,900,000
other	$ 500,000	$ 2,000,000

MANUAL COLLEGE-HIGH PROJECT
OUTDOOR EDUCATION CENTER PROJECT
INITIATE MODEL-SCHOOL COMPLEX -- a new concept
OPEN COMMUNITY CENTERS -- to serve neighborhoods
EXPAND SPECIAL PROGRAMS -- to enlarge opportunities
REDISTRIBUTE MEMBERSHIP -- in specific schools
OPEN ENROLLMENT -- with transportation provided

I	II	III	IV
1968-69	1969-71	1969-72	1972-77

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INTRODUCTION

In May 1968 the Board of Education of the Denver Public Schools, through Resolution 1490, directed the Superintendent to submit a comprehensive plan for the integration of the Denver Public Schools; such plan then to be considered, and refined by the Board, the Staff, and the community prior to its adoption. Two major elements keynote this resolution. First and foremost is the emphasis upon a comprehensive plan for integration. Second is the provision for thoughtful consideration and refinement of the proposal. The plan which is proposed meets these criteria.

Quality-Integrated Education

As the Superintendent, the consultants, and the staff began studying possible courses of action it became clear that while the reduction of concentrations of minority racial and ethnic groups in the schools would be an important step toward integrating school populations, the actual existence of equality of educational programs in all schools would rest upon provisions for quality education as well. These, then, are the bases upon which the plan is built--so that the goal of Quality-Integrated Education can be achieved.

A Comprehensive Plan for Quality Integrated Education

That plans for racial integration must be accompanied by concomitant provisions for quality education is obvious. Research has indicated that even when integrated education is achieved, the need for intensified educational programs continues. Children of all races who come from deprived environments

require additional educational efforts if they are to overcome the limitations imposed by their background and to realize their full achievement potential.

A second, major justification exists for constructing integration plans upon a comprehensive program of quality education. Parents of al races desire the best possible education for their boys and girls. When parents are presented with a comprehensive integration plan, combined with the benefits of superior educational programs, they are likely to support such proposals.

Consideration of some of the more important elements of the proposal will assist in understanding the comprehensive plan.

Model-School Concept

Key to the plan is the concept of elementary and secondary Model-School Complexes--each a localized unit of the school system. The Model-School Complexes are designed to preserve the best of two worlds. The neighborhood school would be maintained as the basic unit, but maximum social and racial integration would be achieved by providing special programs--too expensive to offer on a neighborhood basis--in the larger areas comprising the cluster.

Each cluster will form an administrative unit that designs its own instructional program to conform to the interests and requirements of the students it educates. Within each cluster will be central administrative and resource units with specialized personnel to aid in the development, evaluation, and

diffusion of educational innovations. It is planned that the special opportunities offered within these centers will promote integration by attracting pupils of all races.

Pupil Transportation and Assignment

Study has shown that the Model Education Complexes will go far toward broadening integration in schools in all but a few core areas of the city, heavily populated by minority families. To achieve meaningful integration in these areas other approaches will be required. These include:

- transportation of minority pupils, on the basis of geographical attendance areas, to other schools where room exists
- an open-enrollment plan, with transportation provided by the School District whenever integration in the receiving school is improved and when the requests are reasonable in terms of numbers and the district's resources.

Quality Instruction

Within the comprehensive plan are proposals for outstanding, innovative educational programs which will promote integration through racially and socially shared learning, such as:

- an outdoor education center with "live-in" experiences
- a new "Space Age" high school center to offer a wide spectrum of educational offerings ranging from the technological to initial college course work

- the establishment of Manual-College High as a joint venture between the Denver Public Schools and a leading institution of higher learning
- pre-primary education programs designed to alter the environment of disadvantaged children by beginning their education at earlier ages than is presently the case. Important to the success of this program is parental involvement, training, and perhaps employment as teacher aides.

Staffing for Integration

Competent teachers and administrative staff skilled in providing quality, integrated education are most important. Continuing attention will be given to their recruitment and assignment. Special efforts will continue to recruit and assign qualified teachers or administrators from minority groups. Employees will also be provided with a well-planned Human Relations Program designed to promote sensitivity, understanding, and respect for peoples of varied ethnic backgrounds.

School Construction

Implementation of the Model-School Complex concept will make possible the continuing use of many existing structures. However, in some areas schools will be converted to other than their present uses. In addition some older buildings will need to be replaced, and new schools built utilizing the

latest design concepts to insure that teachers and pupils will have the most modern educational environment.

Summary

Briefly, then, these are the components of the comprehensive plan for quality-integrated education. The elements are presented in more detail in the pages which follow. The time for their development has been short. More refinement will come through the work of the Superintendent, the consultants, and the professional staff of the School District. The consideration of the plan by the Board of Education and the community will lead to further improvements. This is as it should be for a plan is but a beginning. The wholehearted efforts of concerned parents, teachers, and citizens will be required to translate the plan into action.

THE COMMUNITY

Denver as a city is facing many complex problems; universal problems caused by changes which have accelerated during the past two generations to a degree never before experienced by mankind. Powerful forces, created by the increasing population, expanding mass of knowledge, and rapidly changing technology, are intensifying inter-personal group relations and social stratification, crowding cities and making living more complex and interdependent. Knowledge has proliferated and diversified to the point where there are complete professional curriculums in hundreds of fields. Rapid technological advances have brought change to all fields of human economic activity within the region; in the refinement and speed of communication, in the discovery of new materials in industry, in exploration of space, and in the progress of medical science and surgery.

Technological change has produced much social disorganization. Rapid acceleration in three areas -- population, knowledge, and technology -- constitutes an escalating challenge to the City to anticipate and prepare for the multiplying and complex requirements and trends of the future. Education can not be alone in assuming responsibility. Many other agencies and institutions must assume their role in helping solve social problems. The solutions to these problems depend upon an analysis of many factors including population mobility.

Population

The City of Denver, with a population in 1968 of about 517,000 persons, covers an area of

approximately 100 square miles. It is the Nation's 23rd largest city and the center of a growing metropolitan region consisting of Adams, Arapahoe, Boulder, Denver, and Jefferson counties. This five county area contains 57% of the state's population. By the year 2,000, estimates indicate that 65% of the State's people will be concentrated in the metropolitan area. The population data for the decade 1960-1970 are contained in the following table.

POPULATION - DENVER METROPOLITAN REGION - 1960-1970

Year	County					SMSA
	Adams	Arapahoe	Boulder	Denver	Jefferson	
1960	120,296	113,426	74,254	493,887	127,520	929,383
1961	128,000	121,000	78,000	500,000	137,000	964,000
1962	138,000	128,000	84,000	510,000	150,000	1,010,700
1963	147,000	134,000	88,000	511,000	163,000	1,043,000
1964	152,000	138,000	92,000	508,000	174,000	1,064,000
1965	156,000	138,000	95,000	505,000	180,000	1,074,000
1966	159,000	140,000	100,000	509,000	188,000	1,096,000
1967	162,000	142,000	110,000	512,000	196,000	1,122,000
1968	165,000	145,000	117,000	517,000	205,000	1,149,000
1970	175,000	150,000	125,000	525,000	225,000	1,200,000

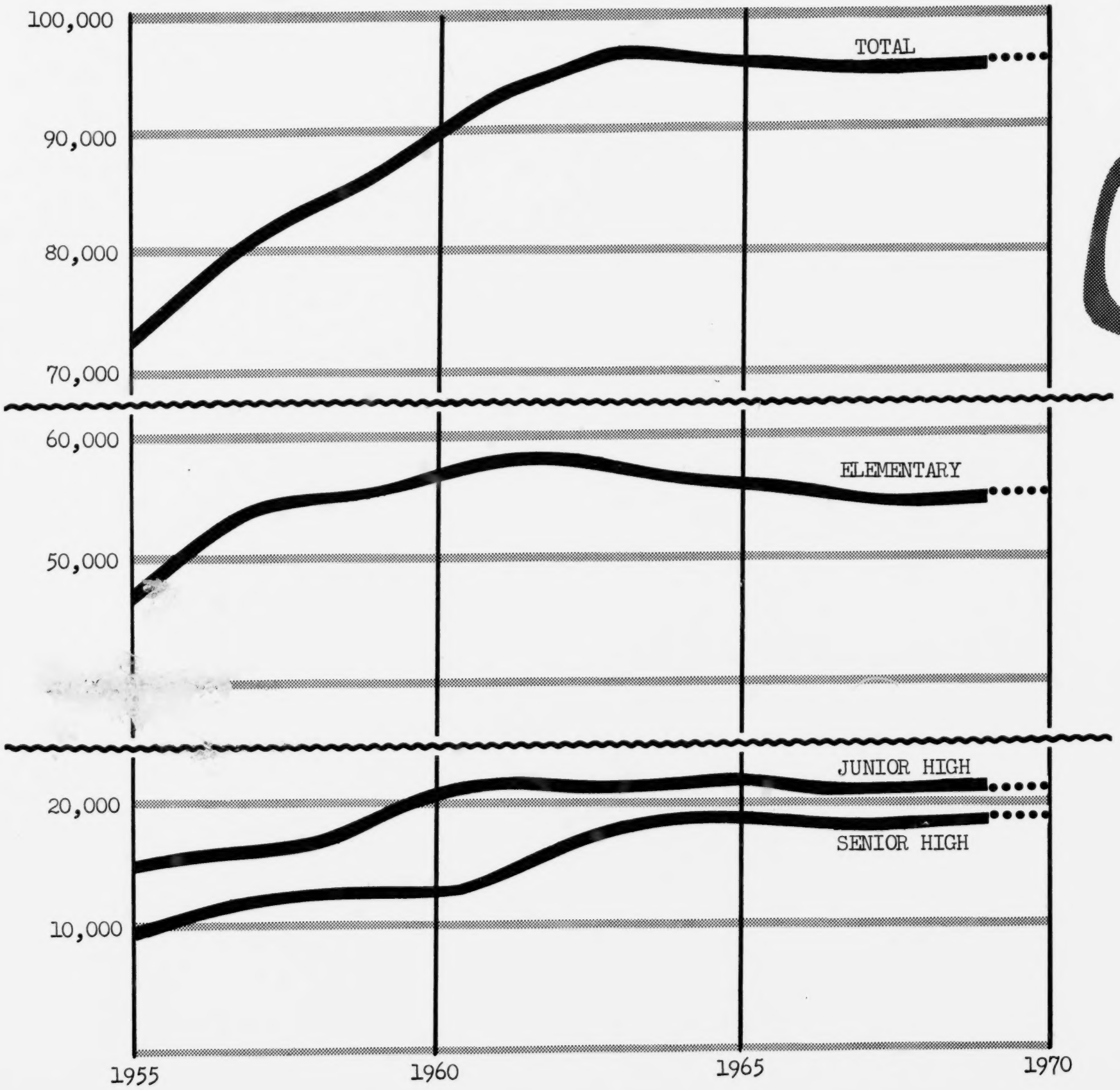
Sources: U.S. Census for 1960; ICRPC estimates and projections for 1961-1970.

In the past 25 years the Denver region has grown at a faster rate than either the State or the United States. This trend is expected to continue for the next 35 years. However, while the growth rate for the metropolitan region will exceed that of the State as a whole, it is expected to continue at a more moderate pace. This is especially true for the City of Denver which has experienced a marked decrease in its rate of growth. While Denver's overall population has continued to increase, the rate of growth has changed from 1.7% in the decade 1950-1960 to .8% in the 1960-1965 period.

Denver Public Schools

School District No. 1, the Denver Public Schools, with a pupil membership in 1968 of 96,848 pupils is coterminous with City and County boundaries. Enrollment in the schools grew rapidly, 7.4% per year, during the 1950-1960 decade; less rapidly during the period 1960-1965; and now is remaining about constant. Estimates point to a stabilized school membership for the next several years. However, Denver has room to grow and its school population should continue to increase at a gradual rate.

For a number of years school population in Denver has increased annually at each school level, until recently when the city-wide elementary membership began to stabilize. Secondary school memberships appear to be leveling-off since increases this year are small. Membership trends are shown on the accompanying graph.



DENVER PUBLIC SCHOOLS

MEMBERSHIP TRENDS

In the past ten years the rate of growth of pupil membership in the suburban counties has exceeded that of Denver. However, if present trends continue, Denver will remain the largest school district in the region and in the State. Comparative pupil membership figures illustrating this trend for the five county area are shown in the following table:

DENVER METROPOLITAN REGION

Pupil Membership Figures

Year	Adams	Arapahoe	Boulder	Jefferson	Denver
1962	35,292	39,132	20,218	42,158	95,230
1963	38,434	42,514	21,707	46,042	96,936
1964	41,260	44,684	23,059	49,079	96,521
1965	42,792	45,498	24,853	51,396	96,260
1966	44,482	46,824	27,065	54,257	96,085
1967	45,960	48,332	28,582	57,242	96,435
1968	48,611	50,205	30,638	59,735	96,848

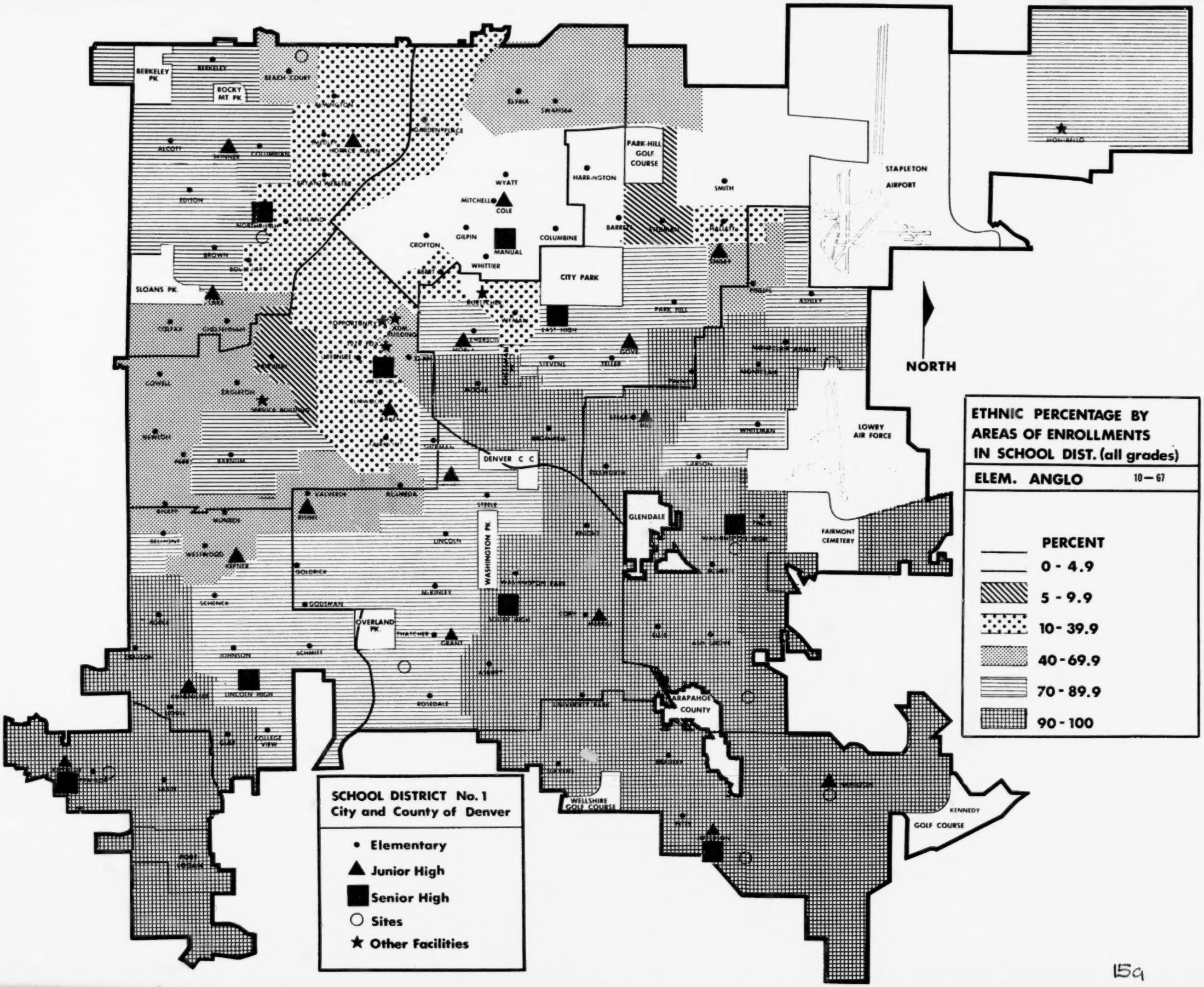
As with other cities and urban areas, the Denver Public School system has had difficulties over the years in meeting school building needs occasioned by population growth and mobility. Presently,

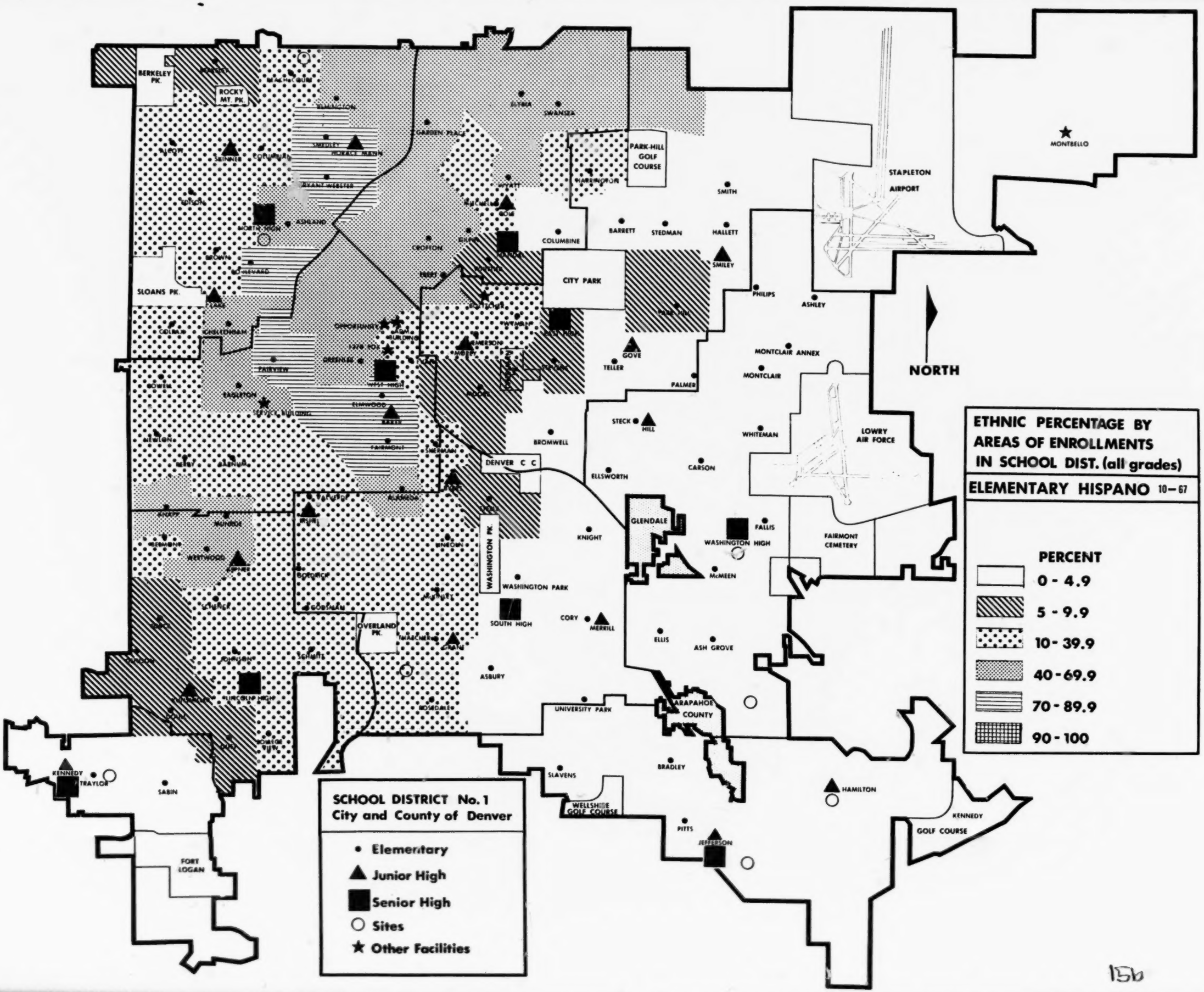
public school children are housed in 119 school buildings - 91 elementary, 15 junior high, 2 junior-senior high, and 7 senior high schools. Other educational facilities include the Boettcher School, Emily Griffith Opportunity School, Metropolitan Youth Education Center, and Aircraft Training Facility. Many of the existing buildings are too old to serve adequately the demands of a modern educational program. Age groupings of the school buildings are shown in the accompanying table.

AGE GROUPINGS OF THE PUBLIC SCHOOL BUILDINGS
OF DENVER BY EDUCATIONAL LEVEL

Date of Original Construction	Elementary	Junior High	Junior-Senior High	Senior High	Other	Total
Before 1900	17	0		0		17
1900 - 1920	20	1		1		22
1921 - 1940	17	7		3	2	29
1941 - 1960	34	7	1	3		45
Since 1960	3	0	1	0	2	6
	91	15	2	7	4	119

Large areas of the city contain concentrations of ethnic and racial minorities as the result of residential housing patterns, thus making difficult the integration of some schools. The ethnic distribution patterns for public school children are shown on the accompanying charts.


ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
ELEM. ANGLO 10—67
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
NORTH
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities
BERKELEY PK.
ROCKY MT. PK.
SLOANS PK.
PARK HILL GOLF COURSE
STAPLETON AIRPORT
CITY PARK
DENVER C C
WASHINGTON PK.
OVERLAND PK.
GLENDALE
LOWRY AIR FORCE
FAIRMONT CEMETERY
ARAPAHOE COUNTY
WELLSHIRE GOLF COURSE
KENNEDY GOLF COURSE
MANUAL
COLE
WYATT
MITCHELL
GILPIN
CROFTON
COLUMBINE
WHITTIER
HARRINGTON
SMITH
BARRETT
EAST HIGH
GOVE
STEVENS
TELLER
WHITEMAN
CARSON
LINCOLN
GOLDRICK
GODSMAN
SCHENCK
JOHNSON
SCHMITT
LINCOLN HIGH
ROSEDALE
GRANT
THATCHER
COLLEGE VIEW
WESTWOOD
KEPNER
VALVERDE
ALAMEDA
STEELE
KNIGHT
ASHLEY
PARK HILL
MONTBELLO
SWANSEA
ELYRIA
GARDEN PLACE
HORACE MANN
EDISON
BROWN
COLFAX
COWELL
EAGLETON
BARNUM
MONROE
BELMONT
SHERMAN
MOORE
STEVENS
WYMAN
BOETTCHER
CEMERSON
MORLEY
GREENLEE
ELMWOOD
BARNUM
SCHENCK
GOLDRICK
McKINLEY
SOUTH HIGH
UNIVERSITY PARK
ASH GROVE
ELLIS
PITTS
GILPIN
COLUMBINE
HALLETT
SMITH
COOLIDGE
ASHLEY
MONTCLAIR ANNEX
MONTCLAIR
PARK HILL
WASHINGTON HIGH
WASHINGTON PARK
ALAMEDA
RISHEL
PORT LOGAN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SOUTH HIGH
WEST HIGH
LINCOLN HIGH
JEFFERSON
HAMILTON
KENNEDY
TRAYLOR
SABIN
GLENDALE
UNIVERSITY PARK
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MONTCLAIR
MONTCLAIR ANNEX
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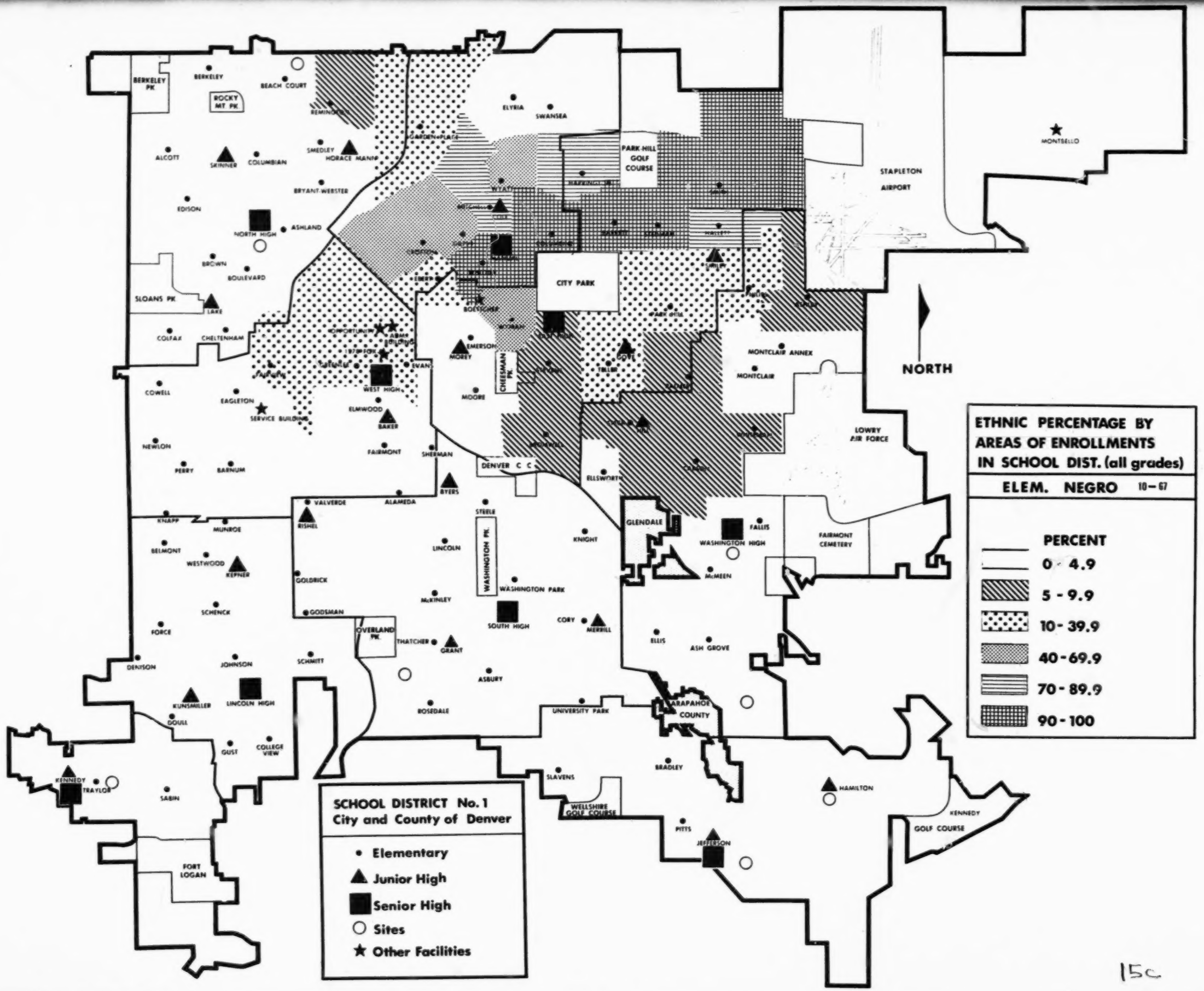
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★ Other Facilities
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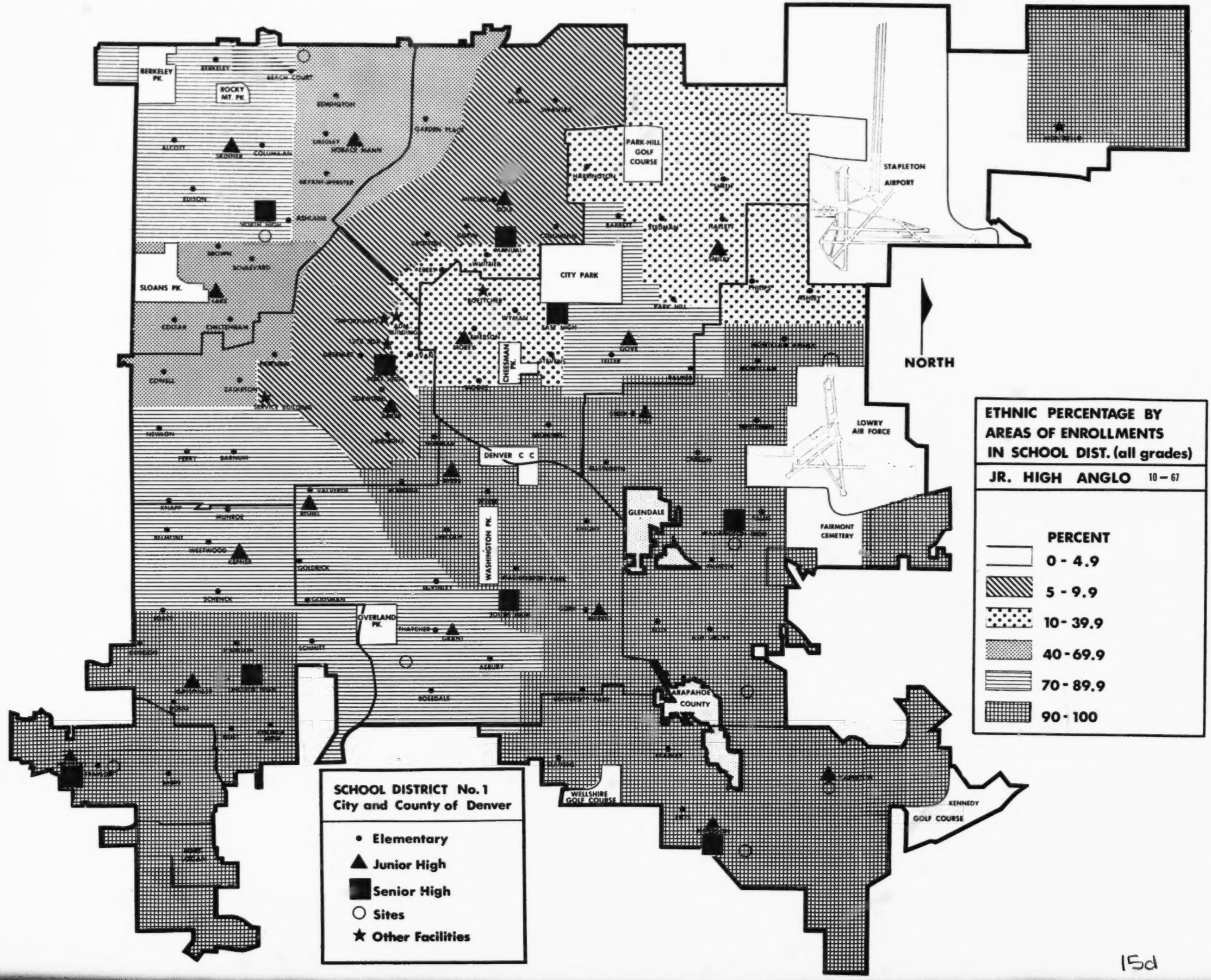
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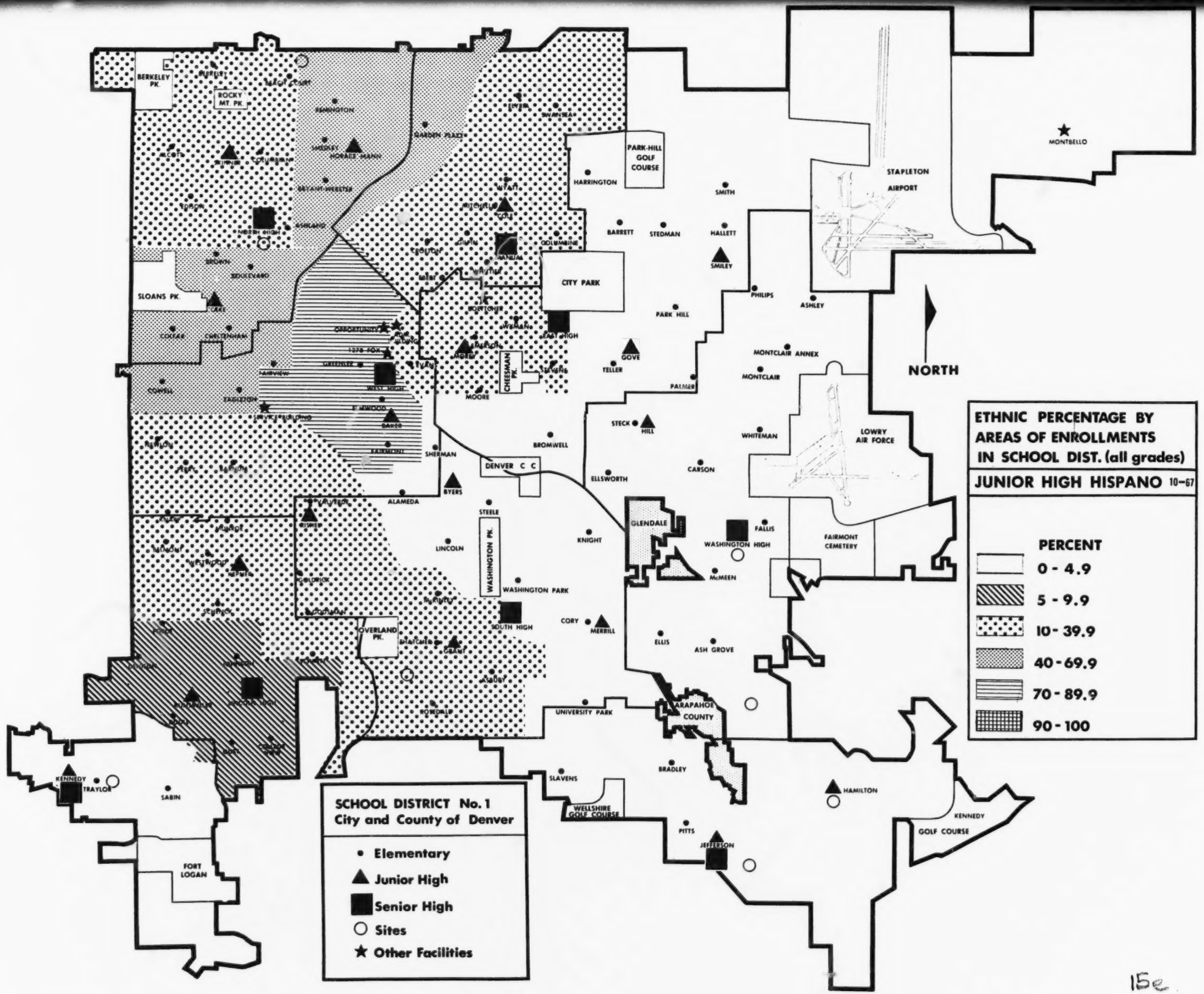
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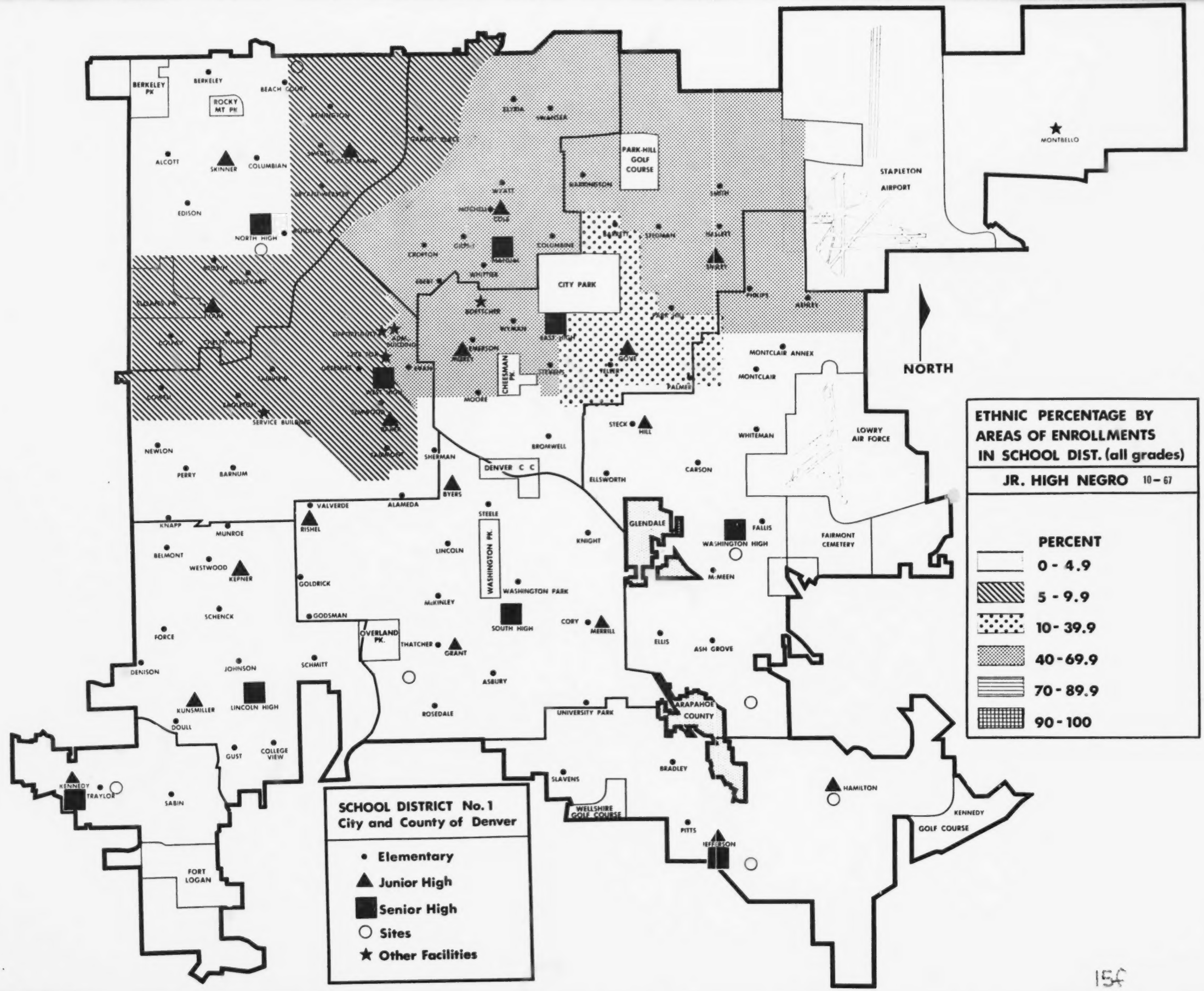
CHEESMAN PK.
MOORE
STEVENS
STECK
HILL
WHITEMAN
LOWRY AIR FORCE
BROMWELL
SHERMAN
DENVER C C
ELLSWORTH
CARSON
ALAMEDA
BYERS
STEELE
WASHINGTON PK.
LINCOLN
KNIGHT
GLENDALE
WASHINGTON HIGH
FALLIS
FAIRMONT CEMETERY
McMEEN
WASHINGTON PARK
SOUTH HIGH
CORY
MERRILL
ELLIS
ASH GROVE
OVERLAND PK.
GRANT
UNIVERSITY PARK
ARAPAHOE COUNTY
BRADLEY
SLAVENS
WELLSHIRE GOLF COURSE
PITTS
JEFFERSON
HAMILTON
KENNEDY GOLF COURSE
KENNEDY
TRAYLOR
SABIN
FORT LOGAN
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
▲ Junior High
■ Senior High
○ Sites
★ Other Facilities
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
JUNIOR HIGH HISPANO 10-67
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100


ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
JR. HIGH NEGRO 10-67
PERCENT
0 - 4.9
5 - 9.9
10 - 39.9
40 - 69.9
70 - 89.9
90 - 100
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities
NORTH
BERKELEY PK
BERKELEY
BEACH COURT
ROCKY MT PK
ALCOTT
SKINNER
COLUMBIAN
EDISON
NORTH HIGH
PARK-HILL GOLF COURSE
STAPLETON AIRPORT
MONTBELLO
CITY PARK
CHEESMAN PK
MONTCLAIR ANNEX
MONTCLAIR
LOWRY AIR FORCE
WHITEMAN
CARSON
STECK
HILL
ELLSWORTH
BROMWELL
DENVER C C
SHERMAN
BYERS
STEELE
WASHINGTON PK.
WASHINGTON PARK
SOUTH HIGH
GLENDALE
WASHINGTON HIGH
FALLIS
FAIRMONT CEMETERY
McMEEN
KNIGHT
CORY
MERRILL
ELLIS
ASH GROVE
ARAPAHOE COUNTY
UNIVERSITY PARK
BRADLEY
SLAVENS
WELLSHIRE GOLF COURSE
PITTS
JEFFERSON
HAMILTON
KENNEDY GOLF COURSE
SERVICE BUILDING
NEWLON
PERRY
BARNUM
VALVERDE
ALAMEDA
RISHEL
KNAPP
MUNROE
BELMONT
WESTWOOD
KEPNER
GOLDRICK
GODSMAN
SCHENCK
FORCE
DENISON
JOHNSON
SCHMITT
OVERLAND PK.
THATCHER
GRANT
ASBURY
ROSEDALE
KUNSMILLER
LINCOLN HIGH
DOULL
GUST
COLLEGE VIEW
KENNEDY
TRAYLOR
SABIN
FORT LOGAN

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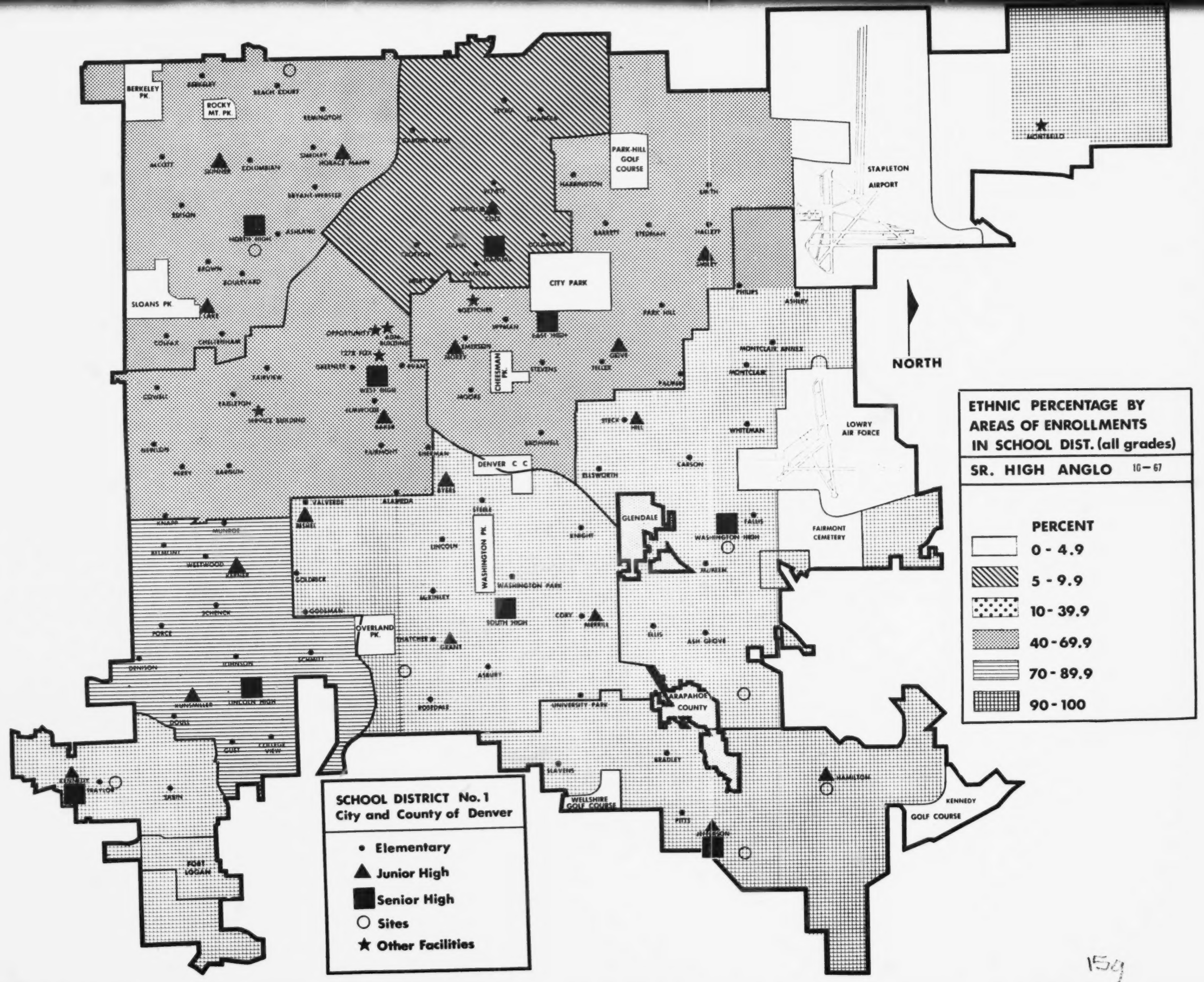


SCHOOL DISTRICT No. 1
City and County of Denver

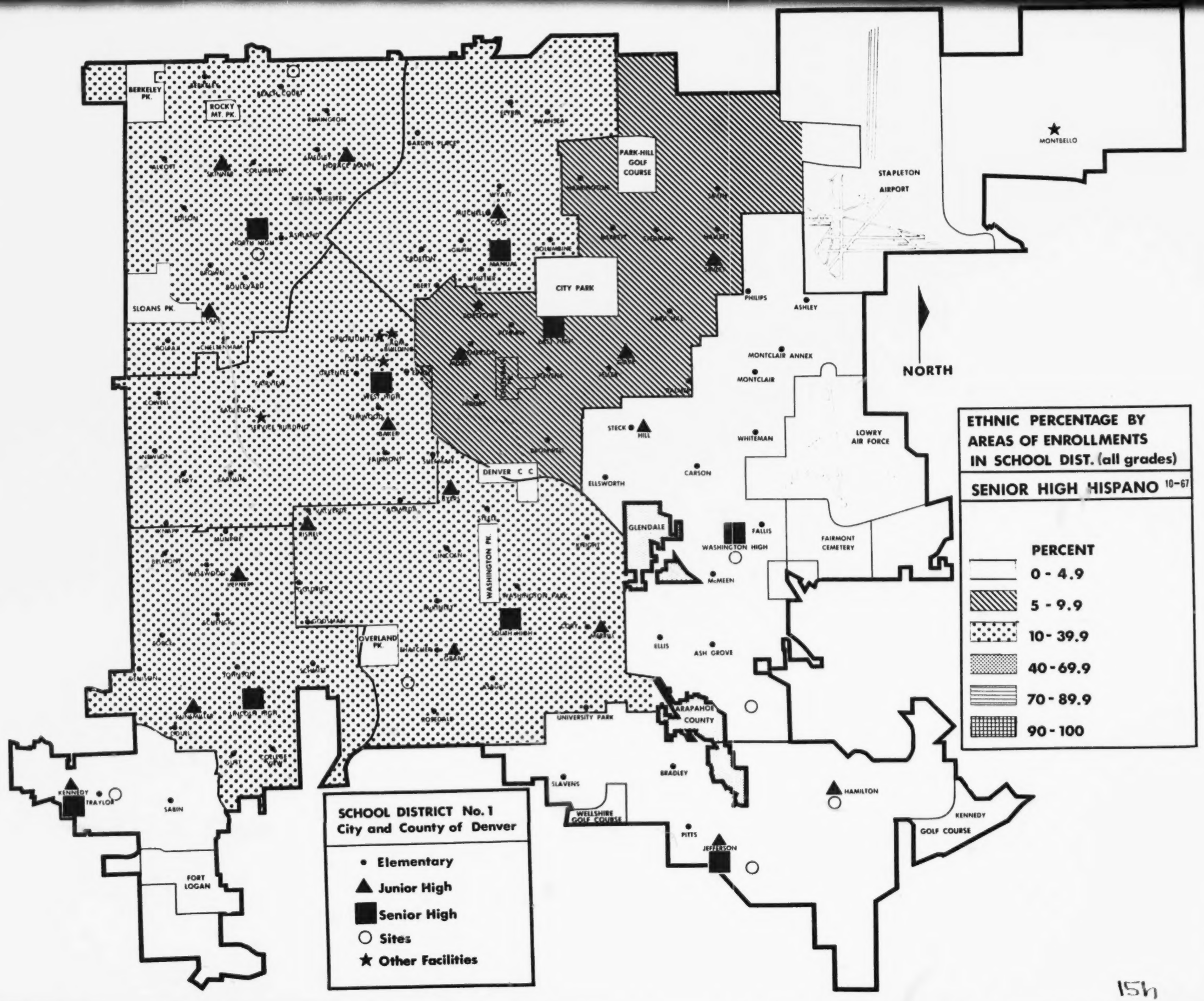
- Elementary
- Junior High
- Senior High
- Sites
- Other Facilities

ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)

SR. HIGH ANGLO 10 – 67

PERCENT

- 0 - 4.9
- 5 - 9.9
- 10 - 39.9
- 40 - 69.9
- 70 - 89.9
- 90 - 100


BERKELEY PK.
ROCKY MT. PK.
SLOANS PK.
PARK-HILL GOLF COURSE
CITY PARK
STAPLETON AIRPORT
MONTBELLO
NORTH HIGH
WEST HIGH
SOUTH HIGH
WASHINGTON PK.
OVERLAND PK.
DENVER C C
GLENDALE
WASHINGTON HIGH
FAIRMONT CEMETERY
McMEEN
FALLIS
PHILIPS
ASHLEY
MONTCLAIR ANNEX
MONTCLAIR
NORTH
STECK HILL
WHITEMAN
LOWRY AIR FORCE
CARSON
ELLSWORTH
ELLIS
ASH GROVE
ARAPAHOE COUNTY
UNIVERSITY PARK
BRADLEY
SLAVENS
WELLSHIRE GOLF COURSE
PITTS
JEFFERSON
HAMILTON
KENNEDY GOLF COURSE
KENNEDY
TRAYLOR
SABIN
FORT LOGAN
ETHNIC PERCENTAGE BY AREAS OF ENROLLMENTS IN SCHOOL DIST. (all grades)
SENIOR HIGH HISPANO 10-67
PERCENT
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5 - 9.9
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70 - 89.9
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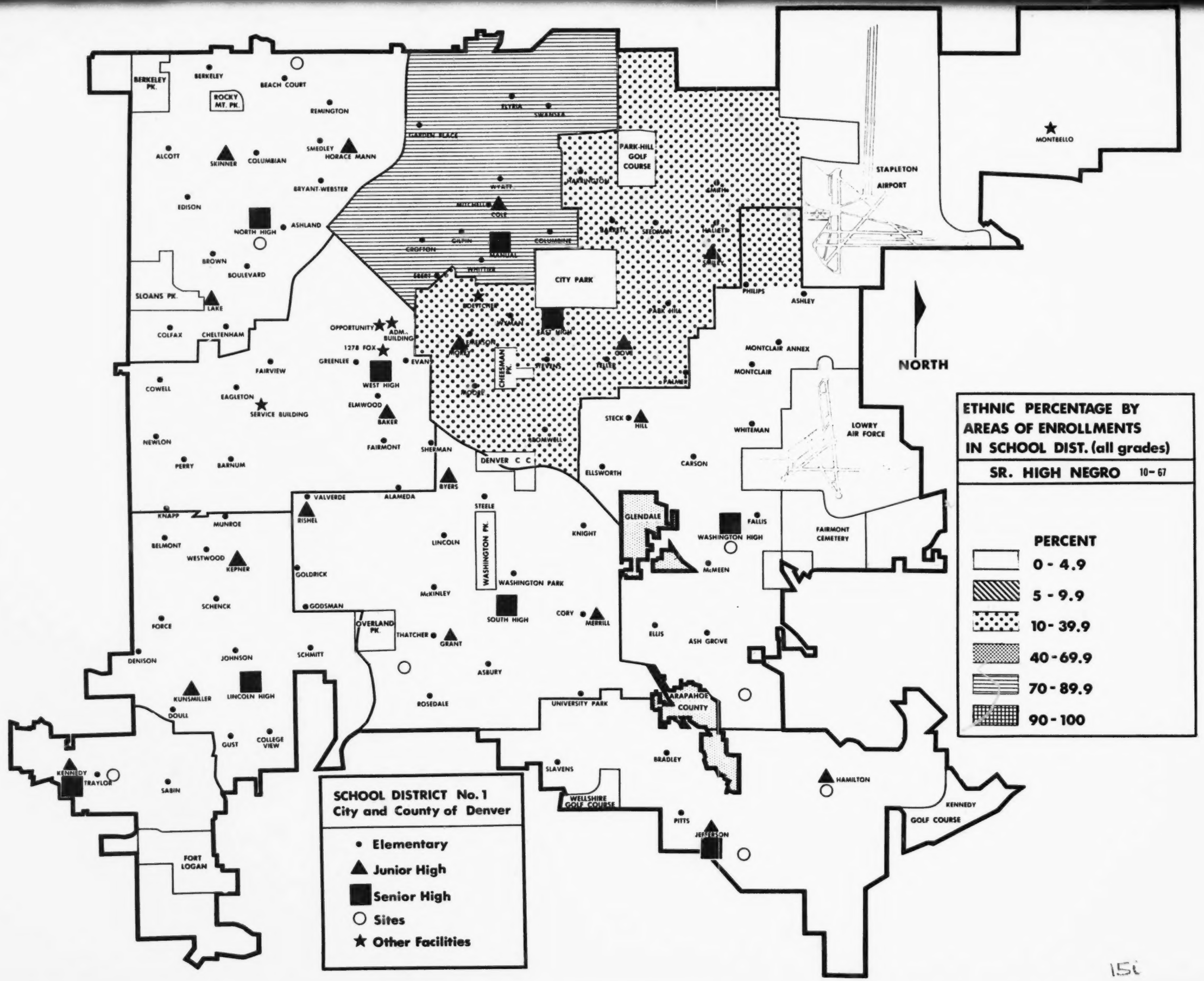
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities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NORTH
STAPLETON AIRPORT
LOWRY AIR FORCE
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ARAPAHOE COUNTY
WELLSHIRE GOLF COURSE
KENNEDY GOLF COURSE
PARK-HILL GOLF COURSE
CITY PARK
DENVER C C
WASHINGTON PK.
OVERLAND PK.
FORT LOGAN
BERKELEY PK.
ROCKY MT. PK.
SLOANS PK.
CHEESMAN PK.
GLENDALE
MONTBELLO
MONTCLAIR ANNEX
MONTCLAIR
WHITEMAN
CARSON
ELLSWORTH
STECK HILL
PHILIPS
ASHLEY
PARK HILL
EAST HIGH
WEST HIGH
WASHINGTON HIGH
WASHINGTON PARK
SOUTH HIGH
UNIVERSITY PARK
ROSEDALE
ASBURY
ELLIS
ASH GROVE
HAMILTON
BRADLEY
SLAVENS
PITTS
JEFFERSON
KENNEDY
TRAYLOR
SABIN
DOULL
GUST
COLLEGE VIEW
KUNSMILLER
LINCOLN HIGH
DENISON
JOHNSON
SCHMITT
FORCE
SCHENCK
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ALAMEDA
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LINCOLN
McKINLEY
THATCHER
GRANT
CORY
MERRILL
KNIGHT
McMEEN
FALLIS
BROMWELL
SHERMAN
FAIRMONT
BAKER
ELMWOOD
EVANS
GREENLEE
1278 FOX
OPPORTUNITY
ADM. BUILDING
COLFAX
CHELTENHAM
LAKE
BROWN
BOULEVARD
NORTH HIGH
ASHLAND
EDISON
BRYANT-WEBSTER
SKINNER
COLUMBIAN
ALCOTT
SMEDLEY
HORACE MANN
REMINGTON
BEACH COURT
BERKELEY
GARDEN PLACE
ELYRIA
SWANSEA
WYATT
MITCHELL
COLE
GILPIN
CROFTON
COLUMBINE
WHITTIER
EBERT
BOETTCHER
WYMAN
EMERSON
MOREY
STEVENS
TELLER
GOVE
PALMER
MOORE
HARRINGTON
BARRETT
SEEDMAN
HALLETT
SMITH
SMILEY
FAIRVIEW
EAGLETON
SERVICE BUILDING
COWELL
NEWLON
PERRY
BARNUM

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Because of contributions education can make, schools will play an important role--along with other agencies--in attempts to recycle the residential housing patterns of the City by planning and constructing outstanding school facilities located appropriately throughout the City. Development of new educational programs must be coordinated with comprehensive City planning. Many solutions to the integration problem will be found through metropolitan cooperation and restructuring of the existing educational system to assist in achieving models for successful integration and a high quality educational program.

RATIONALE

There is hope that the citizens of Denver can solve their educational problems. Although these problems are approaching a truly critical state in our urban, disadvantaged areas, there is every indication that they can be overcome.

Those who work in the schools are acutely aware that the educational system, along with other agencies and institutions, is on trial. While there is much that can be pointed to with pride critics have cited conditions which demand solution. Recent national reports highlight the racial crisis in our society and draw attention to the deepening educational gap which exists between groups in our culture.

Certain schools have become saddled with a disproportionate amount of responsibility for what is really a nation-wide problem of society, as well as a metropolitan and local community problem. These are the schools where shifts in residential housing patterns have resulted in a concentration of racially isolated minorities with limited education and low incomes. Human problems abound in these segregated areas. Action for educational progress requires community leadership which understands the nature of the situation. The time for action is short, but if citizens are confident and determined, the challenge of providing quality, integrated education can be met.

One of the great hopes, indeed a necessity, for Denver's future - the breaking of the cycle of

poverty and educational underdevelopment - lies in our public schools. It is in the classrooms that a basic opportunity exists for regenerating our youth and our city.

The kind of education we provide in our urban schools must be imaginatively different from that which has been traditional. It is true, as some observe, that teachers and administrators are better prepared than their predecessors, having more advanced and specialized preparation. Likewise, pupils with special educational talents or physical disabilities are provided with special classes. The curriculum in the schools is much advanced and improved in format over that of even a few years ago. Most schools have excellent classrooms, libraries, science laboratories, and other facilities. The books and materials of instruction are among the best ever had. Test scores show that our city's public schools are doing an outstanding job in educating those children who eagerly come to school, motivated by their families to learn. However, there is evidence that the schools are only partially successful with those children who reside in areas where there are lower levels of income and of education. And this is the problem. Though educators have recognized for many years the effects of a deprived environment on scholastic achievement, it is only recently that the public has realized the enormous concentration of intellectual and financial resources required to overcome the effects of limited socio-economic background.

It is a part of the American tradition for an individual to "pull himself up by his own bootstraps." The advice traditionally offered by parents to children has been, "Get a good education."

It has been a matter of national pride that in America anyone, rich or poor, regardless of race, creed or national origin, could get a good education in the public schools and climb the ladder of success.

The system does not work in the segregated poverty pockets of big cities where the situation is infinitely more complex. In these areas inequities are aggravated. A psychological gulf has developed between the school on the one hand and the pupils and their parents on the other. Traditionally, education has depended upon the home to reinforce the work of the school. Many of these youngsters come from broken homes. They are often unable to see a connection between their school work and their lives. Their poorly educated parents cannot get the kind of job which will enable them to move out to the more affluent sections of the city. Overcoming these obstacles is almost beyond the ability of any individual or family. It is extremely difficult for the public school, in this setting, to accomplish its time-honored purpose of helping the individual to better himself.

The recent report of the President's National Advisory Commission on Civil Disorders states that an explosive mixture has been accumulating in our cities since the end of World War II. The ingredients of this mixture are pervasive discrimination and segregation in employment, education, and housing which have resulted in the continuing exclusion of great numbers of Negroes from the benefits of economic progress. Black in-migration and white exodus, which have produced the massive and growing concentrations of impoverished Negroes in our major cities, create a growing crisis of deteriorating facilities and services and unmet human needs. The ghettos where segregation and poverty converge on

the young destroy opportunity and enforce failure. At the same time the report points out that other citizens outside the poverty area have prospered to a degree unparalleled in the history of civilization. Thus, it can be seen that the causes of the present conditions are embedded in a tangle of issues and circumstances--social, economic, political, and psychological.

A major source of difficulty seems to be the attitudes and opinions that prevail. Attitudes and opinions are as important as laws in determining the general status of an ethnic group. If ethnic relations in the City of Denver are to be improved, attitudes and opinions must be modified. Attitudes toward events, courses of action, and people are constantly developed in individuals as a result of experiences. Experiencing goes on all through life, and attitudes are built up by accretion with each new experience adding to the sum of the feeling. That is to say, attitudes are learned. It does not necessarily follow that they are consciously taught.

Nevertheless, education can have a deliberate effect, not only on some attitudes of children, but also to a certain extent upon attitudes of the general public. In the present situation, the Denver Public Schools have a serious responsibility for developing instructional programs and school procedures which will foster constructive attitudes among people of all ethnic groups toward other people and toward our objective of quality, integrated education.

To a child, one crucially important determinant of attitude is the experience he has with other children, what he hears about them, what he is taught as he associates with them. As a child

accumulates positive experience with other children and children of other ethnic groups, his attitudes tend to become more understanding and more accepting. That attitudes toward other children will in large measure be a consequence of school experience is obvious. There is much truth in the saying that if school integration were left to the children, there would be no problem. Children are born without prejudice, and children of different races adjust to each other quickly and naturally when given an opportunity. However, adults, particularly parents and sometimes teachers, often transmit their feelings to children without even realizing it. In this sense, the largest part of the adjustment will have to be made not by the children but by their elders and this will not be easy.

Discussion, debate, conversation seldom change deep seated attitudes; attitudes which have been acquired over many years. Yet attitudes do change, gradually, on the basis of experience--positive, supportive experience--and it becomes clear that integration in its best sense can itself serve as an important tool for changing attitudes.

Integration can take many forms. More than the mere physical presence of minority group children in a school is necessary, for this is but a form of desegregation. Integrated schools are generally conceived as schools where children of all ethnic groups find that they are respected, that they can be successful, and that what they do makes a difference. The last is especially important. Students with a sense of control over their own destiny do much better in schools than those who are convinced that no matter what they do, they will have little chance in life. Our curriculum must be redesigned

to destroy stereotypes and to provide a basis of factual information for constructive human relationships. Relevance in the curriculum, respect for the student, and the continuous cultivation of his capabilities, self-confidence, and self-esteem must permeate the entire school program.

But something more is required. Few would deny that intensive programs can prepare students academically to meet the demands of our society. Most people would agree that properly designed educational programs can build self-esteem, a positive self-image in a student, and at the same time give him skills necessary for success. Such programs do not, however, help children to know the customs of other races, their values and attitudes, and their contributions to our American way of life.

There are many differing opinions on development of ability and self-concept in children of minority groups. The question of how best to educate them has not yet been settled. However, the schools dare not now neglect the education and future of these youngsters. A special effort must be made in the schools with large minority populations. Integration is a value which must be cherished as an objective. Citizens of Denver faced with this problem will meet their responsibilities in a positive manner.

Basic to any plans for integration is a climate favorable to change. Many of the desirable solutions are dependent for their implementation upon funds which must be provided. In our constitutional government, the ultimate decision as to what is right is determined by the most democratic way known to man--the will of the majority--with due respect for the position of the minority. One may say

that the majority is wrong, but without acceptance and support by most of the people, no plan will work. A plan which does not work, however "right" it may be, will not help to achieve our purpose.

Tantamount to such a plan is the provision of leadership which will result in deliberate improvement in the educational process and result in the lasting integration of the Denver Public Schools. Identifying the elements of an approach that will speak to the problem while at the same time satisfying the divergent views within our community is a difficult task. It must be based upon informed judgment as to what will be appropriate.

There is no single solution. But there are steps which appear best to be in accord with the aim of providing quality, integrated education. The concepts identified will, with the support of the citizens, be further refined and improved upon in the weeks which follow, providing a basis for action by the Board of Education in determining a policy for the Denver Public Schools, and permitting Denver to take its place at the forefront in both education and racial relations.

THE CONCEPT

One of the most important elements in providing for quality, integrated education is the concept of the Educational Model-School Complex. The idea of an Educational Complex is exciting. It is an approach which takes into consideration Denver as a geographic entity and Denver's educational institution as it exists today while providing an administrative organization which can be stable and yet flexible in a period of rapid change. Such a concept promotes a free flow of ideas among the administration, the teachers, and the community.

The Educational Model-School Complex as an organizational design is unique. It is adaptable to the methodology and facilities required by the social and educational needs of the community. Through the Complex organization, the schools can more effectively assess and meet the needs and aspirations of the community. As changes in society place new demands upon the educational system, it must organize to meet new challenges, to plan, and to provide new services. Specifically, the educational complex would:

1. Provide within the model-school community the special skills, knowledge, and range of services.

2. Lessen the feeling of alienation of teachers and citizens caused in large part by the somewhat inflexible and impersonal district structure.

   The further the decision making process is removed from the local school and community, the more difficult it becomes to meet local needs in an innovative manner. The larger the school district becomes, and the greater the number

of schools it serves, the less flexible it is in its response to local school requirements. The community and the schools become accustomed to look to the central administration for service and leadership rather than effectively taking the initiative at the neighborhood level. The central administration tends to be viewed as the place where decisions are made.

It is felt that the best system for decision making places responsibility upon each school or group of schools serving a community while encouraging and assisting them to evolve programs suited to the needs of their children. Such staff and community involvement will foster strong commitment and develop pride in making the school sensitive and adaptable to community aspirations.

3. Be conducive to the establishment of a community-centered school with the subjects, activities, and services, pre-primary to adult, oriented to the requirements of a given geographic area. Such a cohesive approach involving community agencies in meaningful ways would begin breaking down the monolithic structure of our large urban community so that it is possible to afford to revitalize effectively the educational program. For example, such a school would operate day and night, twelve months per year providing a broad range of services to the community.

4. Reconstitute present staffing patterns. Teachers are growing in professional competence. Correlative with this growth is a growing recognition that routine, mechanical tasks should be performed by para-professionals or aides. The intent in staffing the complex concept will be the more efficient utilization of professional training, talent, and time.

5. Require the development of Planned Program Budgeting Systems realistically attuned to effective and economical use of School District monies and resources in order to allow for local decisions. Financial decisions would be more realistic in that they would be made at the level where they would take effect.

Summary

As the foregoing statements indicate an educational complex is a planned system of organization designed to provide quality, integrated education in an economical and efficient manner.

The advantages of an educational complex include:

1. Many potential patterns of pupil assignment with the total complex to encourage multi-ethnic education within the expanded school neighborhood.

2. Utilization of present school facilities in such a manner as to provide maximum educational benefits with minimum cost.

   Unlike the educational park concept which would require abandonment of much of the present school plant with concomitant massive capital outlay for new construction, the educational complex effectively utilizes most of the existing facilities in which taxpayers have a large investment.

3. Unique possibilities for decentralizing the school administrative organization and involving the local school-community thus encouraging initiative and responsibility.

4. Outstanding opportunities for economically providing supportive services not now available in individual schools. These services would include transportation, multi-media mechanical and electronic teaching clinics, complex resource and instructional materials.

5. Increased flexibility in school organization: K-6, K-5, pre-primary-3, 4-6, and the like. It would also provide for multi-age and ungraded activities.

6. Greater individualization of instruction and flexibility of student assignment.

7. An expanded, coordinated curriculum suited to neighborhood requirements.

8. Many possibilities for coordinated planning with community agencies for parks, recreation, libraries, and other city services.

9. Increased availability of staff and service personnel by minimizing district travel time and effecting economies of operation.

10. Finally, there would be the great contribution that can be made when education is freed from the bonds of traditional thinking.

CONCEPT DESIGN CRITERIA

In arriving at recommendations to expand integration throughout the Denver Public Schools, certain important considerations guided the planning. Basic among these criteria are:

. Provision of quality, integrated education for <u>all</u> the children of Denver.

Historically, the responsibility of the public school was to teach reading, writing, and arithmetic -- the traditional three R's. Faced with the problem of assimilating waves of immigrants the nation looked to its schools. Citizenship education was added to the curriculum. Its goals -- the development of loyal, patriotic Americans with an understanding of our great democratic traditions and institutions.

Since that time, additional demands have been made upon the schools. They are to build for social justice through educating of the very poor; to develop youth with salable skills or competency for advanced university education. The schools are expected to inculcate attitudes and values to humanize the emotionally scarred child, to aid through teaching and learning in the fulfillment of individuals as unique, priceless human beings; and to integrate racially different children in a wholesome and mutually beneficial manner. These are objectives that call for vision and daring -- for an educational renaissance.

Commenting on societal expectations, Dr. Sidney P. Marland, President of the Institute for Educational Development, recently said, *"There was a time, no more than 30 years ago, when scholars such as George Counts were asking whether the schools might dare contemplate the creation of a new social order. The question has been answered without our really having weighed it. We in the schools are mandated to create a new social order, an order that genuinely assures universal equality of opportunity; not because we teachers are trained or competent for the task, certainly not because we have sought the task. <u>But we are here</u>; a new social order is happening and would be happening in spite of us; so its processes have been, to a large degree, stuffed into the contemporary definition of education. Stuffed, without due concern for the sufficiency of the manpower and resources available."*

If, in addition to maintaining their unique role of educating youngsters in basic competencies, the schools are to assist society in solving the city's social and racial problems, additional financing and commitment is required. The political agencies of the city, civic, and business organizations and the religious community have a responsibility to assist in defining the parameters of the role the school is to play and in mustering the necessary fiscal and moral support.

. Consideration of what <u>is possible</u>.

Public education in Denver is being tested as never before by the expectations of the citizens of Denver.

The recommendations contained in this report have been judged in a pragmatic and very American manner. They have been subjected to the test of practicality. After all the dreams have been dreamed, and the most promising courses of action decided upon, they have been further refined by asking the question, "Is it possible?"

The answer to this query rested upon several other criteria:

- Will the plan unite the community and avoid further polarization?

  Numerous interviews, conferences, discussions, countless letters, and many petitions have indicated what is the attitude and desire of most Denver citizens and teachers. There is a rather large degree of consensus among citizens in the community.

  It is clearly apparent that the citizens of Denver, while rejecting extreme plans, do want to move ahead. They are aware of the magnitude of the problem. They know that Denver's future as a viable city rests upon finding solutions which will improve racial integration in the schools. And perhaps most importantly, Denverites feel a humanistic and moral commitment for alleviating de facto segregation. This is essential, for inevitably improvements in integration involve educational program and policy changes which cannot succeed without public acceptance.

Will the plan immediately move the community forward and lead to lasting gains?

Many solutions which were considered might have produced rather spectacular short-term results at the expense of lasting gains. All of these were rejected. Experience in other cities has shown that people must be led and must accept solutions. The test of a sound plan is that it would initiate action that would fit into a time-phased plan that would keep Denver integrated.

- Evaluation of other plans

Denver is not alone in dealing with integration problems. Cities in other parts of the nation also are facing this serious educational challenge. It, therefore, seemed desirable to study their efforts and to learn what might be applicable in Denver.

Integration plans of all the larger and many smaller cities have been explored. Promising practices such as educational parks, pupil transportation, and magnet schools were studied. Proponents of various plans were interviewed. It became apparent that there existed no completely successful model or prototype which could be transferred to Denver. Claims for some widely publicized approached appeared to be without substance. In other cases, recommended solutions were still untested and existed only on paper. In yet other instances, differences such as geographic size and population numbers made impractical the transfer of successful attempts to the city of Denver.

The best solution of the problem is a specially tailored approach, using the best elements of other plans in moving toward the solution of Denver's school integration problem.

- Is the plan economically feasible?

Each idea proposed was weighed against current and potentially available resources. Consideration was given to the ability of the citizens to pay for the proposal within the current tax structure or through tapping new sources of funds from the state and the federal government.

Plans were also evaluated in light of existing and potentially available manpower and physical plant.

In Denver, as in most cities, necessary financial resources are currently inadequate. This is so because there is a growing concentration of human needs in our schools. Coupled with the inadequate financial ability is a growing concentration of deprived people who tend to be segregated in some areas of the city.

There is considerable evidence to show that:

1. Substantial numbers of urban Denver Public School pupils present significantly different educational needs because of their socio-economic backgrounds. Such needs require costly, new expanded or intensified educational programs and services.

2. These expanded programs and services require a disproportionately high level of expenditures causing severe pressures on tax resources.

These findings have direct relevance for educational policy. They point to increasing fiscal requirements in terms of state and federal support. Problems identified by these findings demand immediate attention. Positive action by concerned citizens is necessary to help secure the monies which will make possible equalization of educational opportunities throughout the city and state and to produce an equitable financing pattern allocating resources to urban areas where serious and urgent problems are concentrated.

In review, potential models which may contribute to furthering integration of the Denver Public Schools were judged on the basis of their potential contribution to the lasting solution of Denver's educational and integration problems -- the goal being expanded educational opportunities and the integration of pupils of all races in Denver's schools.

ELEMENTARY MODEL-SCHOOL COMPLEX

There are large numbers of and marked differences among the public elementary schools of Denver and other big cities of the United States. They differ in size, in type of building, in organization and program, in composition of the faculty and student body, and in educational achievement.

Some of these differences are good. Every elementary school has its own traditions, customs, its special meaning for the children and adults it serves, its unique value to the community, its own character and personality. This is good. On a number of occasions this Board of Education has heard earnest pleas to preserve Emerson, "Denver's little red school house." Schools such as Columbine, Whittier, and Columbian have made much of their seventy-fifth anniversaries. These illustrations point up the importance of a school's individuality.

Yet number and variety have their disadvantages also. Differences in sizes of faculty and student body mean differences in breadth and depth of educational program which can be offered. The quantity and variety of instructional materials and equipment which can be provided at reasonable cost vary from school to school. The same is true of services such as nursing, social work, and special education classes. Most of all, the limited environment of many elementary schools tends to limit the outlook of pupils and, to some extent, faculty. "The little red schoolhouse" in a small community brought together children from families of all levels of income and education, all kinds of occupations, all races, creeds, and national origins in the community, and promoted mutual understanding and good will through their common learning experiences. In today's large urban centers, an elementary school is

likely to serve but one, or at most two, ethnic groups and socioeconomic levels.

Thus, not for any single reason, but as a result of various combinations of many factors, marked differences in educational achievement occur from one elementary school to another, and these differences are not good. They amount to inequality of educational opportunity.

One solution to the problem is to make all schools as nearly alike as possible, alike in pupil population, in facilities, staff, materials, equipment, programs, and services. Uniformity is a kind of equality, but equality to be attained only at great cost in money and -- what is truly significant -- at the cost of individuality, of local flavor, of personal freedom and personal identity.

Surely in this day of expanding knowledge of organizational structures, of increasingly efficient means of transportation and communication, it is not necessary or even expedient to sacrifice freedom of choice and the personalities of schools to achieve effective and productive educational programs.

In view of these considerations, the Superintendent, the staff, and consultants evolved the concept of the Elementary School Complex. We call it Complex, although it might be thought of simply as a group of schools, or a regional association, or a local federation -- whatever term most clearly means working together for the common good as a means of serving the best interest of each school and providing each pupil the best possible educational program.

A complex would consist of several schools located conveniently to each other and together enrolling large numbers of pupils. Their combined resources of funds, facilities, and personnel would enable

them to provide pupils many programs and services which for individual schools would be impracticable. Their nearness would make it feasible to share these jointly-supported opportunities by a variety of arrangements -- full-time enrollment of a pupil in whichever school best suited him, part-time attendance at a different school for a particular program, exchange visits for special events, circulation of books and equipment, traveling teachers -- all with a minimum of transportation and dislocation.

The schools of a complex would be so selected as to include the widest feasible representation of our multi-racial, multi-ethnic, and otherwise varied community. Thus the sharing of educational resources and opportunities would facilitate integration and common understanding. At the same time each school would retain its distinctive individual character.

The organization of a school complex in our present thinking is built around a center, or nucleus, which we call a school complex. The complex is one of the schools plus a number of special facilities and service units maintained for the use of all schools in the cluster. The principal of the center school in the complex would serve as administrator for the cluster, or what might be termed a team leader among his fellow principals.

The combined administrative, teaching, and service staffs of all the schools, together with the several community advisory committees, would be expected to design and develop the elements of their complex's programs and services within limitations of available resources to meet the area's particular educational needs. In other words, the complex arrangement is intended to give school personnel and citizens at the local level a greater voice in shaping their own educational program.

The school building located in the complex will be so constructed as to facilitate innovative practices -- large group and small group instruction, teaming, electronic wireless learning laboratories, computer assisted instruction, and so forth, as desired. It follows that the complex will include staff and facilities for educational research and development.

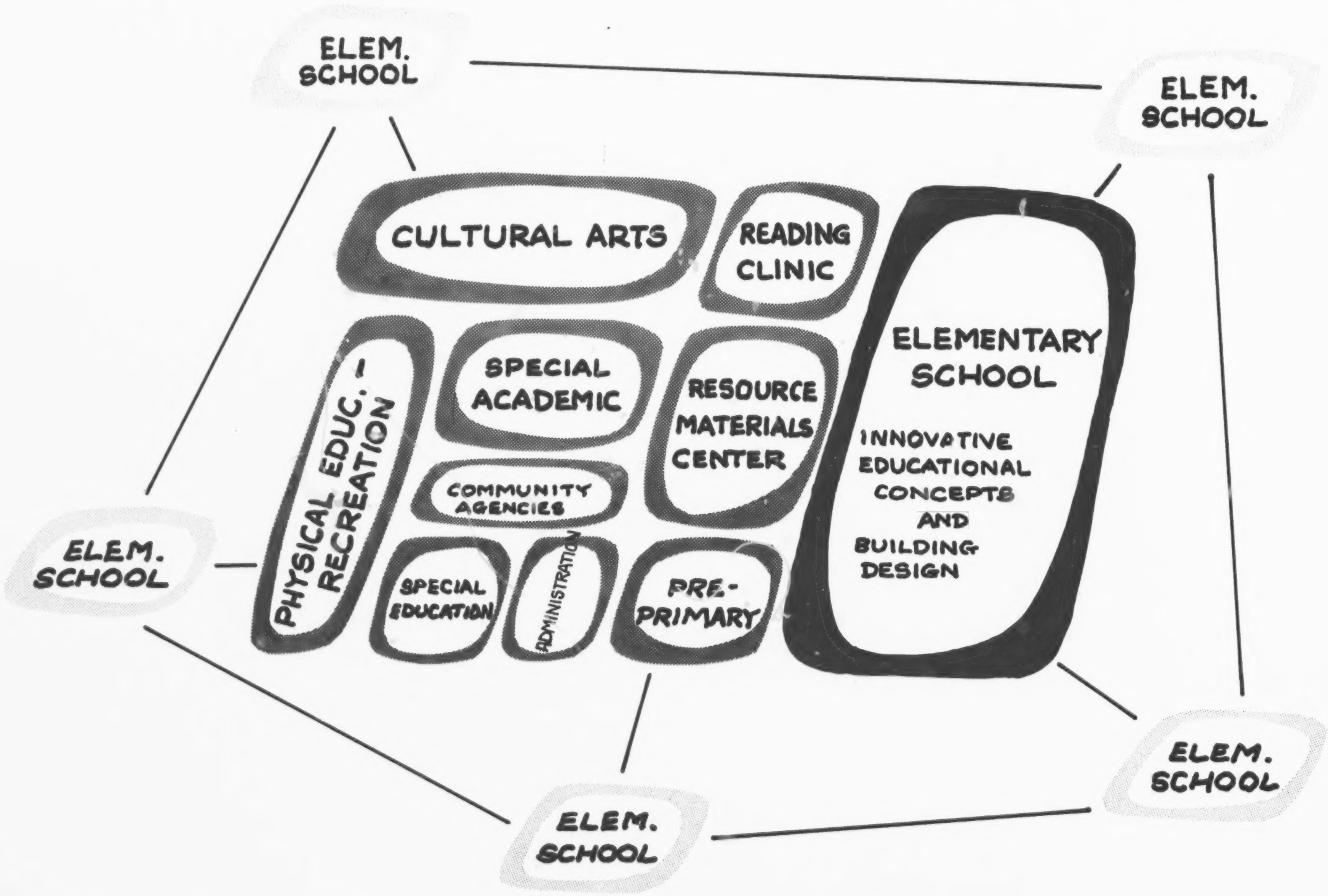
Other programs and services which might be included in the complex, as desired by staff and community advisory committee, are shown on the accompanying schematic diagram. It should be kept in mind that this illustration is a diagram and not a picture; that is, the several schools will not necessarily form a circle, nor will the educational complex necessarily be located in the middle of the cluster.

Here, then, are some programs and services which could be provided for elementary schools in a cluster with a central school complex:

1. A Cultural Arts Program. This would be an extension of the proven successful program now in operation. Pupils are provided enrichment experiences in music, art, drama, and the dance plus learning experiences carefully designed to foster integration. The Cultural Arts staff, conscious that it now serves only about a third of the pupils in grade 6, has already projected plans for offering certain phases of its program within a cluster. Other parts of the program would include pupils from several clusters, while still others would be continued on the present city-wide basis.

2. Resource Materials Center. This would be the repository for library books for all schools in the cluster, thus supplementing present elementary school libraries, which for the most part are not large enough to meet all needs. In addition, the R. M. C. would make available a wealth of other instructional materials, many of which are newly on the market. Also films, filmstrips, recordings, and similar aids to learning would be circulated from here. Facilities for pupil research and individual study, with information retrieval systems, are further possibilities. This facility

ELEMENTARY MODEL-SCHOOL COMPLEX



could also be used by faculty members for study and preparation of their own materials. The center could function as a control and distribution center for open or closed-circuit instructional television.

3. Reading Clinic. Here would be placed a highly qualified staff of teachers, adequately supported by medical and psychological specialists, equipped with the latest and best materials and devices to help pupils with learning difficulties. Pupils with perceptual, emotional, and developmental problems, as well as reading retardation, would undoubtedly be included, since most individuals with one of these problems have some involvement of others. A pupil from any school in the complex could be sent for diagnosis, for part-time help on a regular basis, or for full-time enrollment as needed.

4. Special Academic Facility furnished with modern electronic equipment such as data retrieval systems and other multimedia to accommodate specialized instruction in science, foreign language, mathematics, and other academic programs.

5. Pre-Primary Facility scaled and equipped for 4 and 5 year-old children will accommodate an expansion of the very successful Head Start Program and other programs appropriate for this age group developed by the staff and parents. Close parent cooperation is essential.

6. Community Agencies Facility will accommodate services in health, guidance, counseling, testing and measurements -- a satellite center for community use in terms of job placement and employment opportunities. Social agencies providing family, welfare, legal, and health services will be available here. Diagnostic learning can take place in this facility to give more thorough educational evaluations to pupils with learning problems. Specific services provided may vary in different complexes and will be identified through cooperative study with the advisory committees.

7. Recreation Facilities will provide programs for both children and adults from all school communities in the complex. Not only games and sports are projected, but also a variety of hobby and craft activities and cultural and educational programs. Emphasis will be placed on sports and activities in which participation can continue on through life Intercultural and intergroup events to foster integration will be stressed.

8. Administrative Facility. Besides the directive and supportive services to be provided in this element of the complex, it is expected that coordinators for probationary teachers and other supervisory help would operate out of this center for the schools of the cluster.

9. Special Education. Special education has assumed a significant role in an overall effort to individualize education in response to each child's particular needs, potentials, and goals. In an educational program responsive to individual needs, every student at some time will require special educational programs whether they are in the areas of Cultural Arts, remedial reading, or other special service areas. Exceptional children differ from other children primarily in the degree to which they require special educational services. Most exceptional children should spend a portion of their school time in regular classrooms. However, these children do require supplemented services for specific needs beyond the regular of what is possible in a regular class.

   Within the Complex, a total and on-going Special Education program will be effectively provided by educational specialists working with other community agencies. The aim being to provide those special services required within the educational Complex for children identified as having exceptional needs while at the same time integrating them as fully as possible into regular school activities and academic programs.

Another function of the central school complex will be to offer summer school programs. The elementary education staff is of the opinion that a substantial proportion of our urban children need a school term of forty-six weeks rather than the customary thirty-eight. Approximately ten percent of all elementary school pupils now take advantage of the limited five-week summer offering. Summer elementary school programs should be expanded, with emphasis on enriched and extended learning experiences.

These are some ways in which the elementary school cluster will contribute to quality, integrated education in Denver. The list is neither complete nor restrictive. One of the greatest advantages of the complex concept is that it can be varied almost without limit to meet needs of particular areas or to meet new needs.

Basically, however, it offers means, also almost limitless in number and variety, for providing every pupil in our elementary schools a broad, rich program suited to his learning requirements. It places a rich store of materials, services, and programs at the command of every school. It provides a place and the occasion for unifying our communities, promoting better understanding and a better quality of inter-group and inter-personal relationships among adults as well as children. It takes full advantage of our existing school buildings and encourages their use on a round-the-clock and round-the-calendar basis. Such new construction and extension of facilities as are required will be of the most modern, forward-looking, and adaptable types.

This is an unique plan, a Denver plan, a design that will enrich and improve the quality of our urban life. It holds great promise for our future and the future of our children.

THE JUNIOR HIGH SCHOOL ORGANIZATION

Within the Model-School Complex Concept the junior high school organization will be developed as a set of systems somewhat distinctive from those of either the Elementary or Senior High School Complexes, each of which functions to provide:

- specialized educational programs and instructional equipment
- community services and recreational facilities
- enlarged pupil attendance areas to promote integration
- supportive educational resources and services to individual schools in the cluster
- an organizational base for the decentralized administration of the schools within the cluster.

Only the latter three roles will be assigned to the Junior High School Complex organization in order to avoid unnecessary duplication of effort and costly gemination of equipment. When function is considered, the logic underlying this differentiated role for the junior high schools is apparent. The elementary school complex constitutes a workable neighborhood unit for serving children and citizens in a relatively cohesive area. It is at this level that many civic groups and agencies will provide services required by the residents. Somewhat similarly, at a more advanced level, the Senior High School Complex organization provides an effective approach to the more sophisticated needs of high school students and adults in a larger community. Drawing patrons from a large area, the high schools can be the centers for an expanded educational and recreational program for Denver's youth and adults.

Thus, the requirements for a community-centered school organization responsive to the needs of citizens at local neighborhood and city-wide levels is adequately met by the establishment of the elementary and senior high complex organization. This permits the junior high school to be organized as a means of decentralizing school administration, of providing supportive educational services, and promoting integration.

Integration at this level will be accomplished primarily through transportation and boundary changes. Planned exchanges by means of District furnished pupil transportation will serve to promote multi-ethnic education. Pupils from schools having large number of minority ethnic group members will be transported for full-time enrollment in other junior high schools with available capacity. An example of this procedure is provided by the plans for Cole Junior High School.

Cole Junior High School

Cole Junior High School offers limited possibilities for integration because of location and ethnic composition of the student body which is approximately 65% Negro, 28% Hispano, 6% Anglo, and 1% Asian. Transportation of pupils to other junior high schools offers one reasonable way of providing quality, integrated education for Cole students. Space in the building will thus become available for other uses.

The Cole building, because of its size and variety of facilities, can be utilized for specialized educational programs such as the Cultural Arts and expansion of the Metropolitan Youth Education program both of which urgently require sufficient space to house them.

It also is planned that Cole in combination with Mitchell Elementary School will be a center for a pre-primary, primary education, school and community complex serving as a prototype for elementary school reorganization. Pre-primary and primary children will be housed in the newer section of the existing elementary school building at Mitchell and the intermediate grade students will be transported to other schools in the District where space will be available. This plan for an early childhood education center also can be used in several new buildings such as Smith, Barrett, and Gilpin; and others with new additions including not only Mitchell, but Stedman and Harrington as well. These buildings are easily adaptable to this use.

Should the decision to implement these recommendations, effective September, 1969, become final it is recommended that the 7th grade pupils living in the Cole Junior High School subdistrict be transported to other junior high schools throughout the city. This move will create a greater percentage of school integration in our receiving schools. This transfer of approximately 450 pupils will enable some special type programs to be in effect in September, 1969. Special intensified instructional programs will be devised for the remaining 800, 8th and 9th grade pupils of Cole Junior High School.

It is recommended that in September, 1970, the final stage of the phasing out of the junior high school program at Cole will take place with approximately 375 9th grade pupils being enrolled at

Manual-College High School. Under this plan the entire Cole Junior High School program will be phased out no later than September, 1971.

In addition to the transfer of the 7th grade pupils from Cole Junior High School in September, 1969, all pupils at Cole will have an opportunity to take advantage of limited open enrollment as well as the open enrollment with transportation to other junior high schools.

THE SENIOR HIGH MODEL-SCHOOL COMPLEX

The Senior High Model-School Complex is a most crucial unit in terms of the aims of quality, integrated education, because it is the support center for the entire School District. Its organization permits a controlled situation with a definite cross-racial, cross-cultural, and diverse economic composition of student body. With centralized facilities, an extremely broad range of course and activities can be offered for students from every high school in the city, but students will retain membership and identity in their home schools. They will attend the center for highly specialized offerings. Programs will be scheduled on a modular basis so that students can make the most effective use of their time.

A new kind of organization has important functions to fulfill because accelerating change, being a predominant characteristic of life today, does not permit solutions to social, moral, technological, and political problems on the basis of past experience. However, computer technology along with other new methods and procedures assists in treating human beings collectively to an extent never before possible while at the same time treating them as individuals in unprecedented ways. The hard distinction between the individual and society is a matter of serious question. Involvement, participation, and interaction are emphasized instead. Developing educational programs, innovative instructional techniques, and new organizational concepts provide an operating base from which some of the challenges can be analyzed.

The centralization, financial and human resources, and specialized facilities in a Complex provide an economical means of utilizing human resources and specialized educational facilities.

The Senior High Model-School Complex includes all of the existing high schools, the Opportunity School, and the Metro Youth Education Center. In its centralized location, the Complex will offer an extremely broad range of courses and activities for high school students from throughout the entire city and eventually the metropolitan area. The facilities included in this center are as follows:

1. The Astro-Aerospace Center will accommodate programs in advanced mathematics and space science. This facility will utilize laser beam technology, holographic projection systems, light ray and ultra sonic projection refraction systems, and programs in aerodynamics. Instruction in such areas as inter-planetary orbital patterns and astronomy will be offered.

2. The Scientific-Technological Education Area will accommodate programs in advanced electronics, advanced technological education, sophisticated courses in metallurgy, and thermodynamics. A combination of activities provided by this center will encourage a wide-range of activities which will relate theory to practice.

3. The Advanced Academics Facility will offer highly specialized courses in all academic areas. Some of these courses will be taught in cooperation with area colleges and universities. Appropriate technological equipment and materials are to be provided including data processing and computer techniques.

4. A Resource Materials Center. The march of mankind is accompanied by an ever-increasing body of knowledge. Technological advances now permit the communication of this knowledge in a variety of ways. The pace by which new facts and data are compiled, places increased importance upon the development of a system by which maximum utilization of instructional materials is assured. The emphasis now placed upon independent study, as well as upon extensive research and reference activities by both students and staff, requires special provisions so that these vital functions can be not only accommodated but also encouraged. The Resource

Materials Center will be the "hub" of the school. The facility should be programmed to house and accommodate today's needs and to be readily adaptable to the needs of tomorrow. Below are listed several special areas suggested for the Resource Materials Center. Among these areas are:

The Production Center -- planned to provide materials, equipment, and technical assistance for producing teaching materials for use by all departments. Accentuation of this service is the result of the need for current materials geared to individual classroom and student needs. Well-prepared transparencies, slides, and materials for individual student and teacher use will allow maximum utilization of resource materials.

The Communication Control Center -- the electronic nerve center of school. Through a conduit system to all instructional, study, and preparation areas, a variety of audio-visual services can be accomodated. The system will allow two-way signals on either a scheduled or demand basis. The potential of such a system is only now beginning to be realized, and recent advances in technology will make its future even more effective in supporting the instructional and learning programs. The provision of a system of conduit which will readily accept the wires or cables required assures adaptability of this system for present and future uses.

The Listening Center will provide a space where students can retrieve information in the form of records and tape recordings. Here, students through the use of headsets will be able to listen to a classroom lecture, hear a recorded symphony, or gain listening comprehension skills in any one of a number of foreign languages being studied.

The Audio-Visual Circulation and Storage Area will be the central storage, dissemination area for all audio-visual equipment and materials in the school.

5. The Cultural Arts Facility, in addition to usual performance activities, will accommodate programs for those students wishing to pursue courses in the areas of television production, programming, choreography, recital presentation --serving in an auxiliary capacity with other civic light opera and other cultural programs.

The high school of today must offer sufficient breadth of program to enable all students to gain an appreciation of the fine and performing arts. This Center should be one of the focal points of the high school plant and will provide space for instruction in art, music, and drama. An auditorium must be convenient for community, as well as student use.

Spaces for vocal and instrumental music will be designed to accommodate a basic program and include large-group rehearsal halls as well as ensemble and individual practice rooms. Through the arts program the objectives of several aspects of the high school curriculum are fulfilled. Emphasis is placed on the development of personal skills, abilities, and talents that may lead either to future vocational or avocational pursuits.

6. Special Education Facility will accommodate programs for exceptional students in sight, speech, hearing, and the slow learners. This facility will function in a highly specialized way offering training to students not available in other schools within the District.

7. The College-University Center will have close coordination with institutions of higher education in the area. Highly motivated students wishing higher education may begin their college education with visiting professors utilizing this facility. Inservice training of district staff will be provided. College students may begin their training in a practical setting in this center.

8. The Community Agencies Facility will house services such as medical, dental, sight, and hearing referrals. This complex will be the center for job placement, testing programs, psychological and social testing programs, psychiatric services, and legal aid.

9. The Continuation High School -- a specialized facility to accommodate programs for all individuals wishing to obtain high school diplomas. The location of this facility in the complex will permit utilization of the equipment, materials, and staff of the center. Youth and adults who have left school and wish to return to work for high school diplomas will receive instruction here.

10. The Centralized Supportive Services Facility -- to accommodate supportive services as yet to be determined by the School District. This facility will house those auxiliary branches required for a sound educational program in the District. Included in this center will be such supportive functions as the Departments of Health Education, Psychological and Social Work, Medical and Dental Services, Testing and Evaluation, and Counseling and Guidance.

11. The Research and Development Center will house the core of the District's research and development program. This center will accommodate research relevant to pilot programs and innovative studies to be conducted by the School District or cooperatively with colleges or universities.

    The research center can develop new instructional techniques such as macro- and micro-teaching and provide inservice training in them for the teaching staff thus bridging the gap between theory and practice in education. An additional responsibility of this unit is to produce information needed by decision makers at all levels.

12. School District Administration Center. All of the administrative services of the District will be located here. Administrative personnel can be closely involved with much of the actual educational operations taking place in this center. Instructional personnel, students, and administrators can make multiple use of the many services provided in the center.

13. Student Study Center. Here will be assembled the most modern equipment to assist students in all areas of learning. Study carrels, closed circuit television, information retrieval systems, and various other audio and visual aids will be available. Specially trained teachers and aides will assist students using this center.

These essential programs and facilities needed by high school students and adults in the community are far too expensive to be provided for each of the high schools, but they can be provided functionally and economically in the Senior High Model-School Complex. Because students will be drawn from all of the areas of the city, integrated education will have been achieved.

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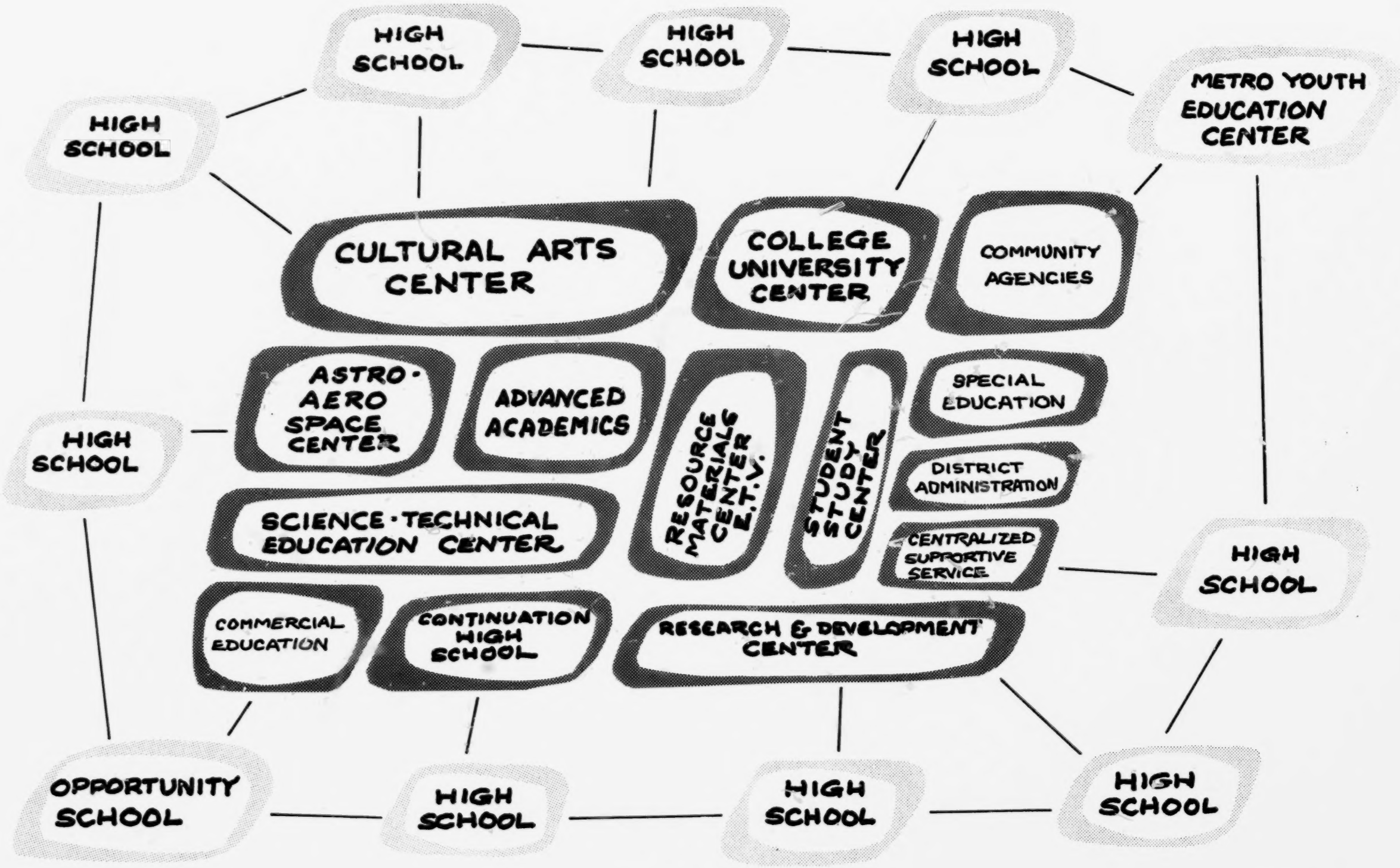
The means by which this may be accomplished are illustrated graphically in the following chart.

SENIOR HIGH MODEL-SCHOOL COMPLEX



THE DENVER MODEL-SCHOOL COMPLEX

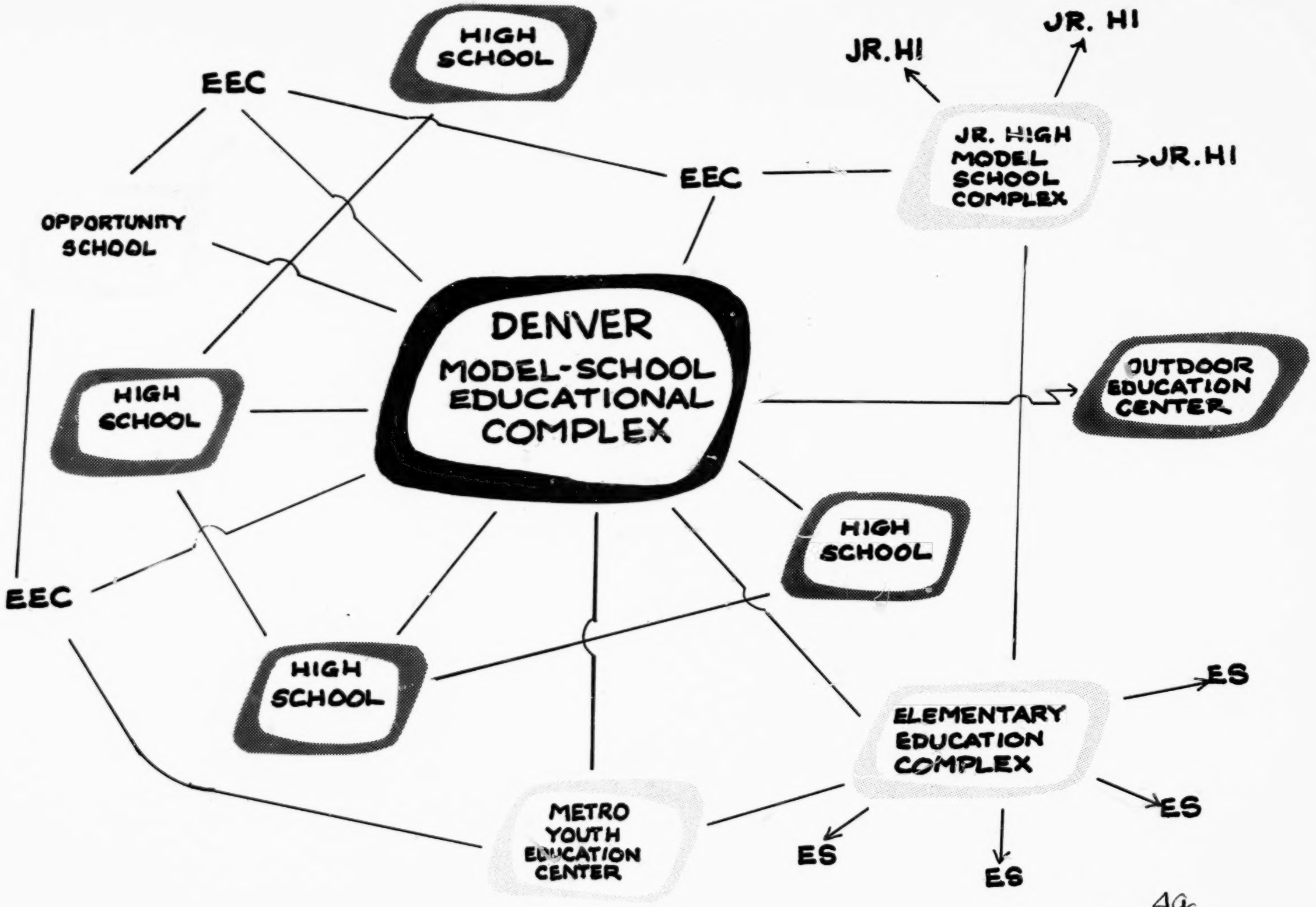
As the foregoing statement indicates, an educational complex is a planned system or organization designed to provide quality, integrated education in an economical and efficient manner. The accompanying schematic diagram illustrates the organizational relationships of various complexes in the city.

Great contributions result with the break from traditional approaches. Limitations which previously controlled thinking and proscribed efforts are no longer valid and progress will occur as current procedures and practices are examined. For example, the Elementary Educational Cluster will group elementary schools around a special Complex designed to reinforce and support the educational programs of all the schools in the Cluster.

This organization will provide for a new approach in the administration of our schools. The principal in the elementary school attached to the Complex will have supervisory responsibilities for the other elementary schools in the cluster as well as for the special facilities in the Cluster. An assistant principal will aid in the administration of the Complex school and another in the Complex itself. The Complex school will be oriented to the development of exemplary education programs while the Complex will provide support to all schools in the Cluster and services to the community itself. Junior and senior high schools will serve to supplement for space as programs are developed in these Complex Centers.

The purposes and goals of the Model-School Complex may be considered in four general categories,

DENVER PLAN


HIGH SCHOOL
EEC
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OPPORTUNITY SCHOOL
DENVER MODEL-SCHOOL EDUCATIONAL COMPLEX
OUTDOOR EDUCATION CENTER
HIGH SCHOOL
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HIGH SCHOOL
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ELEMENTARY EDUCATION COMPLEX
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METRO YOUTH EDUCATION CENTER
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educational, social-psychological, cultural, and economic. Other purposes can and should be included. However, the major purpose of the Model-School Complex for the City of Denver is the emergence of a dynamic and viable system of education that will meet present and future needs of the boys and girls, a purpose that will change readily as demands change and yet will provide the opportunity for meaningful, integrated educational experiences. In the final analysis, the Complex is best evaluated in terms of the quality of living engendered by the facility. Outstanding opportunities are possible for creating a complete and innovative educational environment for a multi-ethnic student body through application of the Model-School Complex in Denver.

Careful design will allow for multi-use alternatives in the system and will provide the flexibility needed for other emerging educational concepts.

The inherent flexibility of the Model-School Complex makes it a viable concept as applied to Denver's educational problems. The advantages of the Model-School concept can be assessed by examination of its application at the elementary level.

The wide range of alternative organizational patterns can be seen readily at this level, for while the neighborhood elementary school constitutes the basic unit, many other organizational patterns are possible. Schools, for example, may be grouped permitting some to specialize as Pre-primary, Primary units (enrolling youngsters from age 3 through the second grade) while other schools in the same complex could become intermediate units educating boys and girls in Grades three through five.

Another possible organizational pattern would enroll boys and girls in their neighborhood school with attendance at the complex central resource cluster for specialized, concentrated educational programs for a portion of the school day on a regularly scheduled basis. Because of the larger attendance area which is an inherent part of the Model-School Complex concept children from all multi-ethnic and social groups would receive the benefits of quality, integrated education they will require as adults in tomorrow's world.

Organization of the Model-School Complexes

A large measure of racial integration is achieved when the District's elementary schools are organized into twelve Model-School Complexes. In only three of these, as they are presently constituted, is the minority ethnic population greater than 50 percent. In one instance, the Montbello Complex, it is anticipated that as new residential units are constructed the area will become a model, integrated community requiring little transportation. In the remaining two areas the concentrations of minority residents is such that integration can be achieved only with use of transportation. Here again, the applicability of the plan, is demonstrated.

A great need within these inner-city areas is for early childhood education to overcome limitations imposed by socio-economic conditions. Certain of the schools in this part of the city have both large concentrations of minority pupils and relatively new building additions. The plan proposes to raze the older, educationally outmoded structures while retaining the newly constructed portions of the

school. This action will conserve the usable portion of these educational facilities making possible the conversion of the remaining structure to the Pre-primary, Primary units. The intermediate level pupils will be transported to available room in other existing and newly constructed schools in various parts of the city. Among the schools which may be converted to Pre-primary, Primary units as the older portions are razed are:

- Columbine (capacity 435 pupils)
- Mitchell (capacity 570 pupils)
- Swansea (capacity 390 pupils)
- Whittier (capacity 600 pupils)

From these schools alone over 2,000 pupils can be transported, by geographical attendance areas, in such a way as to improve integration in other schools. As additional schools are converted to Primary Education or other uses many more pupils can be transported for quality, integrated education.

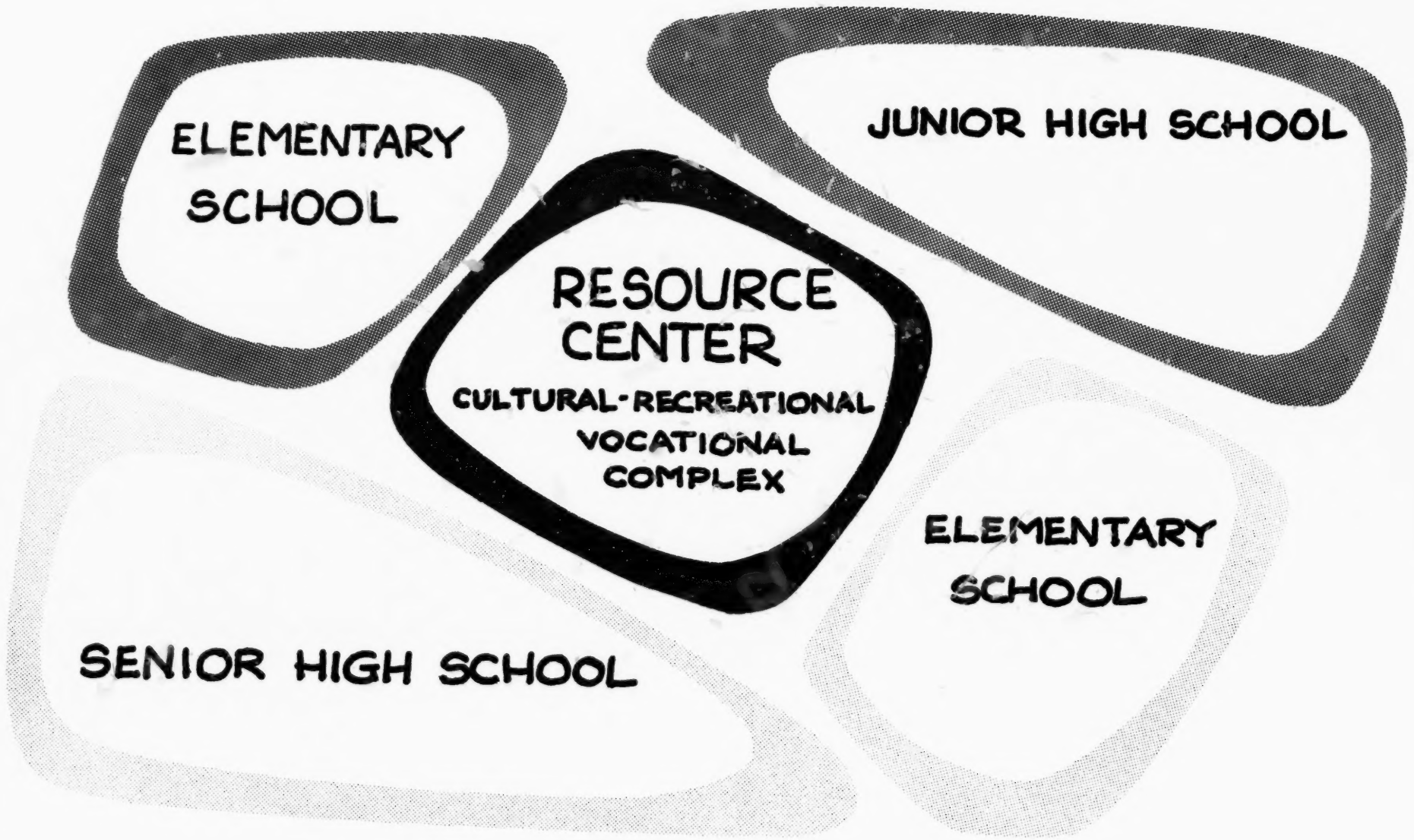
The appropriateness of the Model-School Complex is further demonstrated when certain structurally sound buildings are converted to other uses. The conversion of Cole Junior High School to house the Cultural Arts Program, and to provide an additional site in northeast Denver for the expansion of the Metropolitan Youth Center is an example. The taxpaying citizens of Denver are spared unnecessary construction costs by using existing structures. Integrated education is promoted by the reassignment of Cole's 1200 plus pupils in such a way as to further multi-racial education in the receiving schools to which they will be assigned.

The further flexibility of the Model-School Complex concept is seen when the relationship of the elementary and secondary organization within the plan is examined. By concentrating upon the elementary unit as the primary vehicle for the provision of certain specialized education for boys and girls, and for the concentration of neighborhood service centers for city and community agencies, these services are provided within the local area making these centers truly community schools. The Cheltenham Complex will be the first example of the development of this idea.

Further insight into the adaptability of the Model-School Complex concept may be gained from consideration of the Montbello Educational Complex. This campus-like cluster will be an innovative step for Denver suited to the area served by this complex. It is planned that for the first time in the city all of the schools within an area will be constructed on one site of approximately 60 acres, thus making possible the concentration of specialized educational facilities suited to the unique needs of that neighborhood. This procedure can be followed economically because the area to be served is a completely new development and the centralization of the educational plant on one site will not entail excessive costs occasioned by abandoning previously constructed buildings as might be the case if this plan were to be carried out in established portions of the city.

At the secondary level the senior high schools can serve as a nucleus for the more sophisticated types of services required by older students and adults. They in turn can be linked to the central Model-High School Complex where quite advanced education can be carried on, and where the students can

MONTBELLO COMPLEX



be enrolled for a regularly scheduled portion of the school day as members of an integrated student body.

In order to avoid costly duplication of effort and facilities within this conceptualization, integration within the junior high schools will be achieved primarily by pupil transportation from crowded core area schools to schools with available space in other parts of the city. However, it is contemplated that the Complex Concept will serve at the junior high level:

1. As an organizational base for required supportive services
2. As a means of decentralizing the administration of the junior high schools.

TRANSPORTATION AND PUPIL ASSIGNMENT

Any plan to promote integration must incorporate consideration of at least three elements:

- assignment of students
- establishment of school boundaries
- transportation of students.

Certain steps based on the above factors must be taken at once. It is recommended that:

1. The present open enrollment plan be continued.

2. Beginning with the second semester of the 1968-1969 school year, the open enrollment plan be expanded to provide transportation, either School District or contracted, for voluntary transfer of pupils from any school where pupils of their race are a majority to any other school within the system where students of their race are a minority and whenever the numbers are reasonable. This transportation also will make possible the attendance of Anglo pupils at schools where there is a high percentage of minority pupils.

   The plan represents a departure from current practices in that the District will provide transportation for pupils from any school where pupils of their race are a majority to any other school within the system where students of their race are a minority and whenever the numbers are reasonable. This will be a major step forward because, heretofore, under current open enrollment plans, parents were responsible for transporting pupils. The transportation plan can become even more helpful if extra capacity is built into new facilities when authorized for construction in other areas of the city.

3. In presently integrated schools a reasonable ethnic ratio must be maintained by transportation of pupils to attendance areas in other parts of the city where space is available.

   - This step contemplates that children in certain geographic areas will be designated for transportation to predominantly

Anglo schools with available space, and represents another major departure from current policy. Its purpose is to help prevent additional schools from becoming resegregated.

4. Transportation for special programs providing integrative education will be expanded. These include the Cultural Arts, Cultural Understandings, and other student exchange programs which bring boys and girls of all ethnic groups together for special educational programs.

In addition to these immediate proposals, other desirable steps being considered are:

1. Establishment of subdistrict boundary changes to reduce racial segregation and to assist in neighborhood stabilization.

    . Implementation of this recommendation is to some extent dependent on necessary physical facilities, plans for which will be explored later. In general, this involves constructing facilities of sufficient size in newly annexed areas to provide some additional capacity for minority pupils.

2. Organization for a Metropolitan Area Student Exchange Program to encourage, plan, and coordinate exchange programs between city and suburban schools. These plans include:

    . Working with other superintendents in the Denver Area School Superintendents' Council to bring exchange plans into being. There is some feeling that all districts will benefit from such cooperative enrollment procedures.

    . Expansion of part-time exchange programs now in existence. A notable example is the one with the Cherry Creek School System.

    . Provision for enrollment of some inner-city pupils in suburban schools to provide integrated educational experiences.

    . Enrollment on a cooperative suburban and urban basis of pupils in highly technical specialized educational facilities beyond the financial ability of any one district.

. Considerable interest has developed during the last few years in student and teacher exchange programs within the School District and the metropolitan area. Numbers of requests have been made by the suburban schools to have exchange programs with the Denver Public Schools.

It is important for young people to see themselves as a part of the larger community extending beyond the neighborhood where they live if they are to grow into responsible citizens of the world. No amount of abstract, vicarious experience takes the place of face to face experience in coming to understand and respect other people.

The school has a responsibility to make this person-to-person experience possible when opportunities within the neighborhood do not provide this experience naturally and easily. It is important for people to know persons who refute the usual stereotypes and to know enough people in order to like some and to dislike others.

For these reasons, exchanges of pupils and teachers offer a valuable opportunity to help young people develop the kinds of understanding, mutual respect, and sense of common interests basic to the success of our democratic purposes.

INSTRUCTIONAL PROGRAMS

Basic to the intellectual development of pupils is the instructional program; the Denver Public Schools have long been noted for excellence in this field. Recent test results, however, point to some areas which call for immediate attention if Denver's educational program is not to deteriorate as the instructional programs have in some other large cities. Therefore, certain immediate steps are being taken to maintain an outstanding instructional program, the base upon which integration rests, as the magnet attracting and holding parents to the city.

A. Expansion of Racially and Socially Shared Learning Experiences

Because of the importance of promoting a student's awareness of himself as a member of an economically, racially, and socially diffused nation,opportunities for intergroup experiences such as provided by the Cultural Arts Center, the Cultural Understanding Program, and other student exchange programs must be expanded. These programs have proven to be among the most popular ever initiated. They point toward the use of quality educational programs as a means of providing additional integrated learning experiences. Appropriate shared educational opportunities must, of necessity, become an integral part of the program planning. These racially and socially shared learning experiences will help to produce a generation of young people whose total development will have been enhanced by acquaintance with youth of the total society they will enter. Therefore, one great thrust of the proposal to improve integration centers about quality educational programs that will naturally provide an opportunity for racially and socially shared learning experiences. One of these is a plan to acquire and construct an outdoor education center. This center, to be located in the nearby mountains on land acquired through donation, will be developed on a five-year plan.

Outdoor Education Center

The Outdoor Education Center will provide:

- a laboratory for natural-science education
- a facility for a year-round instructional program
- integrated, live-in education of the type now limited to a few in the current student summer leadership camps. As many as 1,000 pupils could attend at one time
- integration of pupils from all parts of Denver brought together to participate in programs of outstanding quality education such as those provided by the Outdoor Education Center.

Details of this plan follow:

A proposal has been presented to the Board of Education to develop an Outdoor Education Center for the Denver Public Schools. The proposed site comprising 550 acres is offered without cost to the Denver Public Schools. In return for this land, the Denver Public Schools, through its Board of Education, will invest $500,000 over the next five years in buildings and improvements to develop an outdoor education center for the pupils of Denver.

1. Background

Like other expanding urban communities, Denver needs open space, unspoiled nature and wildlife sanctuaries. The Denver Public Schools require a site of this type in order to tell the dramatic story of history in the development of civilization in this historic center of the west. Denver needs this kind of a site to improve its educational, scientific, and cultural values. Moreover, a center of this type could provide, in time, a priceless educational heritage for all the residents of the city.

2. Discussion

The advancement and growth of civilization in the future depends on how well the young people of America weld the many cultures and races into a people united by a common ethic based on understanding and respect for each other. If young America is to meet its challenge, the Denver Public Schools and other urban schools must guide and prepare young people for the task.

An outdoor education program such as this should enrich teaching concepts by including man and his relationship to his natural environment within an outdoor curriculum of social studies, science, physical education, and the arts and humanities. An interdisciplinary approach could be aimed at the development of a sense of "stewardship" for all living things with special emphasis on the building of individual and group confidence, integrity, and competence through the personal development of outdoor skills and the establishment of the individual's place in the community.

3. Purposes of an Outdoor Center for Denver Public Schools

The basic purpose of an outdoor center is to provide the community with natural land where children and adults, under competent direction and guidance, can learn about natural resources, thereby developing an understanding and an interest in the natural sciences, nature study, and conservation. The main objectives of a nature center can be grouped under four headings:

Educational

- to increase knowledge and understanding of man's natural world and his place in it
- to develop sensitivity toward, awareness of, appreciation and affection for nature, natural beauty and all natural resources

- to develop a desire to protect the living and non-living resources of the earth and to use them wisely

- to provide an outdoor school for the enrichment of the school programs

Scientific

- to provide a natural area where students may study

- to help provide a natural outdoor laboratory for the stimulation of scientific curiosity, especially among young people.

Cultural and Socioeconomic

- to provide a site in which pupils can congregate away from the atmosphere in which prejudice breeds, one in which children of all races and economic backgrounds can meet in an atmosphere conducive to the development of understanding and respect for each other

- to give individuals of all cultures a sense of belonging as an accepted part of the community

- to help train persons in awareness and in basic skills and thus add to their capacity for enjoyment

- to develop in young people and adults a sense of appreciation, respect, and reverence for all living things, thus adding to man's moral character

- to promote effective citizenship by stressing individual responsibility

- to provide a place where pupils can be usefully employed or where their interests can be developed.

Recreational

- to make leisure time productive and effective
- to help develop needed outdoor recreation skills
- to provide a place for those outdoor pursuits which truly refresh the individual.

B. Expansion of Other School Programs

Priority will be given to expansion of school programs during the summer months and after regular school hours to cover a wide variety of academic, vocational, and recreational activities; programs which will attract and hold children of all races and provide quality integrated education.

- The Summer School Program. Facilities and time are wasted when thousands of children are released from the full regular school year to relative idleness during the summer months. Experiences have shown that the summer schools which draw from a much larger attendance area offer an excellent means of promoting integration. Expanded summer school programs will provide for integrated education in the academic areas with intensive concentration on basic verbal skills, innovative programs in cultural arts, recreation, job training, and work experiences.

- After-School Program. A recently awarded Title III Grant will make possible the opening of art centers during the first semester of the 1968-69 school year. These high school centers are being planned to attract cross-racial attendance by offering exemplary instruction in the fine and graphic arts. The usual Denver Public Schools after-school hours program in recreation and vocational areas will be continued. These programs make

it possible for boys, girls, and adults to participate in valuable integrated activities.

In addition to these steps, certain other plans are contemplated. The aim is to bring about integrated education through provision of quality educational programs. These plans include:

1. Establishment of schools with specialized educational programs and very broad racially mixed attendance areas. For example, the Metropolitan Youth Opportunity Program, proven to be educationally beneficial, now has a racially integrated enrollment which would remain so, if the program is expanded. Additional centers will be opened.

2. A Space-Age Educational Center will be established. This center will enroll for a portion of the day high school youngsters who require or wish specialized training which cannot be provided in every high school. Transportation from their home high school will be provided by the School District. The curriculum will include:

   - aero-space education, desirable in view of Denver's role in the space age. Exploration of careers in aero-space industry and preparation for the future in this rapidly expanding field will be aided by actual flights in school district owned or leased airplanes

   - science-technology courses requiring specialized electronic equipment and computers

   - highly specialized job entry programs utilizing complex machines and modern office equipment

   - cultural programs and advanced training in the arts.

Expansion of Programs to Provide Entry into Occupations

Many disadvantaged and minority youths drop out of the traditional academic curriculum, because

it is not relevant to them. New combinations of reward and status must become part of vocational training and education. Emphasis must be placed on the development of marketable skills making this education relevant by providing a way to a job and an opportunity to escape from the disadvantaged, segregated areas. This program is important for the youth in the entire city who can benefit from these opportunities.

Immediate plans are to:

1. Reorganize completely and expand the cooperative vocational education programs in the Denver Public Schools with the involvement of the business and industrial community. Greater emphasis will be placed on part-time cooperative education and work-study programs through use of released time. Plans are to implement this step during the first semester of the current school year.

2. Restructuring of the vocational-technical program so that it is oriented to the available job market with opportunities for entry of youth into jobs upon completion of the course of study. Heretofore, the Denver Public Schools have not completely used the assistance available under the Vocational Education Act for vocational-technical training. The need is critical, and recommended for immediate attention are steps to expand effectively existing vocational training programs in each of the high schools.

   Manual High School, for example, will begin the school year with a new cosmetology laboratory, a new automotive-power shop, electronics facilities, and modern vocational-technical facilities.

Programs to Build Understanding

The School District has recently taken steps to establish programs to build understanding of the contributions of Negroes, Hispanos, and others to our common culture. These programs

have started in the elementary and secondary schools in the social studies and history classes. These materials were developed by Denver teachers and consultants from many ethnic groups. These new courses of study, books, films, and filmstrips clearly emphasize the important contributions to our culture of Hispano, Negro, and other minority ethnic groups.

The Colorado State Department of Education has prepared:

- study guides for units on race and minority history
- an evaluation of the treatment of minorities in textbooks
- an updated history of human relations in Colorado.

These materials will be made available for teacher use.

Expansion of Early Childhood Education Programs.

Programs in early childhood education are the key in efforts to improve the quality of education provided to disadvantaged children. Comprehensive programs similar to Head Start classes are essential to overcome early cultural deprivation.

Research has shown that childhood experiences before age five determine approximately 50 percent of children's intelligence development. An additional 30 percent occurs before the child is eight. With disadvantaged children these early years are crucial. As rapidly as funds can be made available, a major expansion of early childhood education programs, especially in the target area of the city, to enroll pre-kindergarten age children will be recommended.

Intensified Education Programs

An improvement of intensified education programs is necessary to promote integrated education as rapidly as possible. Attention must be given to pupils who will remain in target area schools for a number of years. This is a requirement if existing deficiencies are to be overcome.

This approach will require a comprehensive plan to reconstruct the social and intellectual environment, to overcome existing deficiencies, and to provide the necessary materials of instruction. The intensified program will be costly, but imperative if the need is to be met. Therefore, the plan is to concentrate and improve current intensified educational programs in the areas of Denver where this kind of assistance is needed.

Approximately, three million dollars in Federal Title I funds will be earmarked for use in intensified programs in target area schools during the current school year. This will be in addition to the regular expenditure of Denver Public Schools funds shared by all schools equally. It is also contemplated that additional local funds of approximately one million dollars will be provided for these schools to raise the level of pupil achievement.

New Educational Ideas

A requisite for quality education rests upon the discovery of new educational approaches. While no one approach has proven to be completely satisfactory in other cities, certain elements hold

promise. The school staff plans to investigate the more promising of these emerging practices, including:

1. Design and application of a new approach to the development of school programs through the application of systems analysis. A committee of teachers and other school personnel, assisted by systems analysis experts, have proposed a program to begin immediately in one predominantly Negro and one predominantly Hispano school. This program, preliminary work for which began this summer, is being initiated during the coming semester as a pilot program.

2. Plans are underway for school staffs to examine systematically and to improve their instructional programs by allowing and assisting them to become more responsive to the requirements of the community in which they work. These revisions will be facilitated by administrative decentralization of decision-making authority and more effective ways of involving the community.

3. Discussions with teachers and parents have suggested that there is a need to improve programs of counseling and guidance and supplementary support services. Steps have been taken to secure personnel and initiate this action immediately.

4. Staff and consultants have suggested after their communications with members of the community, teachers, and principals, that there should be a reorganization of present grade level patterns. The high school, for example, might enroll grades 9-12, the junior high school would have grades 6-8, and the elementary pre-school-grade 5. Reorganization would solve some problems by assigning youngsters of more similar ages and interest together permitting special programs to enhance the holding power of the schools for minority youngsters.

   The grade-level reorganization has a great deal of merit. Further study is required to understand its implications fully. Implementation of grade-level reorganization will require capital financing beyond available current funds because of additional space needs.

Manual-College High School

One of the most exciting elements of the entire proposal deals with plans for the future of Manual High School.

The Denver Public Schools will contract with one of the region's leading institutions of higher learning for the cooperative operation of Manual High School. This unique arrangement will bring to the staff and students of Manual the total resources of the institution.

This association of college and school will blend the expertise and practical knowledge required to transform Manual into the city's Model, College-High School. It is anticipated that ultimately the practices and innovative curriculum developed at Manual will be added to the instructional programs in the District's other high schools.

STAFFING

A Need for Staff Development

Leading educators hold the view that a "quality" school system consists of three major resource dimensions in the following order of importance:

1.	Human	The people of the educational enterprise (administrators, teachers, and students)
2.	Program	The process of the educational enterprise (organization, curriculum, and policies)
3.	Environment	The things of the educational enterprise (facilities, equipment, and materials)

No single dimension can effectively stand alone -- all must be carefully linked and interrelated to form a coordinated enterprise. This part of the discussion deals with staffing. Development changes must affect all three resources simultaneously. The vehicle for doing this is developmental planning. The Denver Public Schools need this type of educational planning in order that their teachers may be recycled to cope with changes in methodology and educational challenge.

Planning implies a basic assumption that complete, timely information will improve the probability of sound decision-making concerning all dimensions of the educational enterprise. The planning process consists of a series of decision-making situations and, because of the interrelationship of one decision with the next, they must be considered in a logical sequence and in relation to the total picture.

For example, to decide to provide open space for independent study in a facility assumes that teachers and students will use this space functionally. The validity of this assumption can be greatly increased if it is accompanied by a viable plan based on sound learning principles to assure that students will be rewarded for independent effort while the facility in turn lends itself to sound teaching and administrative practice.

A Planning Framework

Educational development services might be constructed around three major areas of work, each involving a special capability:

1. Staff Development
2. Master Planning
3. Educational Programming

The three areas of work relate to the development of human, program, and environmental dimensions. The areas are so arranged as to bring to bear particular kinds of planning capabilities in a sequential time pattern. This approach builds an interdisciplinary planning team which can creatively and rationally examine all facets of existing problems and develop data-based solutions. The planning team includes staff members, educational consultants, planners, and specialists as the need for special skills arises.

Staff Development Program

Estimates range from five to eight years as to the half-life for information competence for a

teacher. Knowledge is exploding. Yet, information is not the only function in the learning equation. *Meaning* is perhaps more important. Learning must be concerned with the residual of the process, what is left, both information and meaning, that the individual can use. It is at this level of meaning that learning is most important.

The wave of change engulfing education today is directed primarily at learning processes. Variance that exists in human beings is dramatic. This is especially true of the way individuals learn. Any learning process that does not attempt to account for great individual difference, by definition, will miss most of the learners.

What is known about learning processes dictates substantial change in education and, more particularly, educators. Every precaution must be taken, however, to avoid the human tendency to generate a new orthodoxy. Innovation and change in education must be designed as an open-ended refinement cycle, as continuous as a learning process itself. In fact, educators must learn to be comfortable with uncertainty, for in many areas little certainty exists. Moreover, by reflecting his own comfort with ambiguity, an educator may help reduce anxiety in the learner as he faces the unknown. A second temptation must be protected against, that of changing objects or things rather than people. Changing curriculum, buildings or schedules, by themselves has created little change in learning. Real change in learning seems to center on the changing of teacher and student behavior.

The impact of changing things is directly related to a precedent change in human behavior. Change in education, therefore, must be focused on the professional staff.

The power to improve an educational system through staff development -- the human dimensions -- is in its longitudinal design. The goal for the Denver Public Schools is a staff involved in a process of refining their professional competency.

Staffing

Staffing patterns will be consistent with the goals and objectives of the school system. As a consequence, there is need to develop a systemized approach to staffing which properly relates function to need. The bases upon which staffing patterns have been developed are limited and unrealistic in light of current research requirements and knowledge. Master planning of staffing patterns is as essential as such planning for facility development.

Too often staffing decisions are made on the basis of a ratio. For example, it may be concluded that the appropriate ratio for instructional purposes at the high school level be set at one teacher for every twenty-eight pupils. Class size may become fixed and bear little resemblance to function.

The institution of the planning process presupposes certain procedural steps resulting in definition of problems to be resolved. Forces which influence the school district decision-making process are both internal and external. As a consequence, the central administration, particularly the

Superintendent, must be alert to the signs and cues which call for action.

Suggested steps in the process would include the following:

1. Compilation of Information

   The first stage entails development of sensitivity to needs (both manifested and unmanifested), combined with the gathering of information from all sources.

2. Establishing Priorities

   The second step involves an assessment of the information to establish priorities. A "priority grid" type of analysis, in which variations of a single idea or alternative objectives are considered, is helpful at this point.

3. Determination of Resources

   Evaluation to decide on resources of time, talent, funds, space, materials, consultants, lay groups, and administrative skill which are (a) required, and (b) available, for assignments to the newly defined function or program.

4. Allocation of Resources

   Allocation of resources will be related to tasks to be performed and the availability of resources.

5. Assignment of Implementation Responsibility

   Following the determination and allocation of resources the assignment of responsibility for the implementation of the new function must be determined.

6. Review of Entire Process

   The use of a systematized process is one means of providing a check and balance on the decision-making process. It is a method whereby trial and error can be eliminated in the quest for better solutions to perplexing and complex educational problems.

The flexibility of the system as a functional approach to the decision-making process is attested to by the magnitude of problems which can be subjected to the procedure.

It appears essential that the school district undertake the use of a wide range of personnel to meet some of the growing educational demands of the district. For example, the involvement of a broader range of non-certificated personnel may provide increased flexibility in meeting the requirements imposed by learning needs. A pupil-teacher ratio will not be employed as an instrument to prevent the introduction of aides to assist teachers. Nor should such a ratio be used as a deterrent or an excuse to prevent appropriate staffing to meet instructional objectives. Flexibility to adjust class size to instructional-learning functions should be the staffing goal.

While development of a staffing process is deemed a top priority item, the school district must begin to consider a commitment of funds for human development purposes. Such funds will be used to allow the staff time to interact among themselves, attend conferences and seminars, participate in workshops, and visit schools where change and innovation are stressed, and participate directly in the process of change.

Personnel Assignment Procedures

Because the success of any plans for integration depend to a large extent upon the faculty and support personnel of the School District, certain immediate steps are being taken to insure that faculty assignment patterns contribute to the total system-wide integration plan. These steps are:

1. Teachers are to be assigned so as to bring about significantly more integration throughout the school system including accelerating the placement of qualified minority teachers in every school and maintaining appropriate racial balance in inner-city schools. At the end of the recent school year, 425 teachers of minority background were employed in the Denver Public Schools including: 311 Negroes, 74 Hispanos, 36 Orientals, 3 American Indians, and 1 East Indian. They were teaching in 75 of the 91 elementary schools; 14 of the 15 junior high schools; and in all nine senior high schools. Newly employed minority teachers are considered for placement first in schools where no minority teachers have been assigned. Continued efforts will be made to transfer teachers where such transfers will contribute to faculty racial balance.

2. Intensive efforts to recruit and train minority workers for job vacancies are being undertaken since an integrated staffing pattern should also exist within the classified staff of the schools.

3. The central administrative staff has members of minority groups at the decision-making level, including the Superintendent's central office staff.

4. The promotion practices of the District are being examined to insure that experienced, qualified minority personnel can continue to become principals and supervisors.

   a. Experienced teachers are needed in inner-city schools. If they are to be retained, widespread community support must be cultivated and maintained.

   b. Teachers in schools must be protected from undue interference with their instruction, person, or possessions.

   c. Principals who are likely to be successful in core area schools should be identified and selected for assignment there.

   d. Continuing, intensive effort should be made to recruit minority teachers for service in the Denver Public Schools. This will include maintaining the practice of using Negro and Hispano recruiters.

e. Joint programs with teacher preparation institutions to recruit and prepare teachers especially for service in the inner-city schools will continue to be pursued.

f. Local school and district budget advisory committees should be reconstituted to serve in a viable way and should perform a broad and continuing role. Therefore, this role must be defined and implemented so that participation will be established to assist in making the school system more responsive to local school requirements.

g. Joint programs have been established with universities to upgrade and prepare interested teachers, with special emphasis on minority persons, for promotion to administrative and supervisory positions.

5. Sensitivity training is being provided on a continuing basis for all employees -- teaching, administrative, clerical, and classified. Its purpose is to assure that wherever a pupil may go to school in the city he will be received and treated with understanding, respect, and faith in his ability to achieve.

6. New staffing patterns enhancing the role of the professional teacher and providing for use of teacher aides and other paraprofessionals will be expanded. Differentiated roles are being determined by means of the system analysis approach.

   These immediate efforts will be supported by certain long-range plans including:

   a. Initiation of a program whereby teachers and their representative organization may become aware of staffing problems and work for their solution.

   b. Building staff stability in inner-city schools.

7. The Community Representative Program begun at Baker Junior High School will be extended. Spanish bilingual aides will be employed in schools with predominately Hispano population and Negro aides will be used in predominately black neighborhoods.

   Persons who are residents of the neighborhood area would serve to link the neighborhood and the schools. Their function would be to elicit participation of people and groups in understanding the role of the school. The persons selected for this function should have a strong family and neighborhood orientation. In a specially designed training program they will learn skills of interpreting educational and social needs of students to their families and to the community.

SCHOOL FACILITIES

The Model-School Complex concept, providing for the schools to fit the educational program to the needs of all Denver children, has many implications for school building location and design. Because the concept opens the way for innovative programs now in the planning process as well as possibilities for new educational ideas and techniques not yet even thought of, school buildings must be constructed in such a way that modifications to fit the building for new uses can be made economically at any time. As education changes, the school building must change accordingly.

Development of any educational facilities plan must take account of the extent to which the plan solves the existing program and facilities problem within the limits of available resources. Since educational facilities are merely tools of the educational program they should reflect that program based on the aims and objectives of the education.

New design concepts, new construction techniques, and new systems of planning and analyzing needs are available to assist citizens, teachers, and other school staff to carry out this process effectively.

A thorough analysis of changing educational objectives, learning processes, teaching methods, and curriculum trends which are possible with the Model-School Complex idea shows that there are ways within reasonable financial limits to utilize many existing Denver school buildings effectively.

The following sections contain a few examples to point up the relationship of school facilities to the Model-School Complex. A complete list of projects appears in the report in the section titled Concept Time Phases.

Replacement of School Buildings

Some of the buildings need to be replaced either in the same location or on another site in order to serve a wider attendance area. A building so required by the Model-School Complex will be designed to accommodate the programs and services needed in the cluster of schools in that complex. For example, the Alcott and Berkeley Elementary Schools can be combined in a new building on a new site central to the group of schools which are a part of a complex in that general area of the City. Another example of an older building needing replacement is Elmwood Elementary School. If the residential pattern remains constant, Elmwood will be replaced to serve the same attendance area.

Remodeling of Buildings

Some school buildings are structurally sound and can be used for many years when modifications are made to improve their adequacy to house the new educational programs to be contained in the central school of the Complex. Montclair Elementary School, constructed in 1943 with an addition in 1948, is an example. In contrast to those serving as central schools, other structurally sound buildings will serve as satellite schools in the various complexes around the city. Because of their age and condition, little remodeling or alterations will be necessary. Representative of these buildings are Remington, Ashley, Brown, Steele, and Bradley Elementary Schools.

Conversion of Buildings

Denver, like other urban centers, has many school building needs that have developed during a number of years when the city was growing rapidly and accommodations were needed to house the increasing numbers of children.

Pressures to provide new facilities where needed precluded any major replacement program for older buildings because of financial limitations. Although Denver's school buildings, regardless of age, have been well maintained and remodeled from time to time to improve their function, rapid changes in the methods and scope of education have made them less adequate than our newer buildings. Because of the continuing maintenance program, facilities are safe, healthful, and reasonably functional.

Some buildings are structurally sound and other buildings have had new additions constructed. Because of changing school and community needs, these buildings are no longer suitable for accommodating the appropriate educational programs. These schools are located, generally in the north central section of the City where concentrations of minority group children are such that transportation of many children will be required if the major purpose of the plan is to be realized. Modification of the organization for schools in the area to pre-primary and grades K-3 will require conversion of some schools to house these younger children. The utilization contemplated will permit the elimination of the older sections of some buildings having new additions and conversion of some buildings to multiple use. For example, Whittier and Mitchell Elementary Schools have new additions suitable for use, with

some remodeling, as pre-primary and primary schools. Cole Junior High School will be converted to serve several functions. As noted in another section of the report, this school will no longer serve as a junior high school. The building, however, is safe and structurally sound having been well-maintained during its use as a junior high school. It can therefore, be used effectively and economically for other purposes, such as, the Cultural Arts Program which needs auditorium and classroom facilities available at Cole with practically no remodeling. The building has sufficient classroom space, special laboratories, and industrial art rooms which could serve as basic facilities for another Metropolitan Youth Education Center.

Some classrooms in the building, when programed with the facilities at nearby Mitchell Elementary School, can function efficiently to house the pre-primary and preschool program.

Use of Older Buildings

Because the time-phase aspects of the plan permit a logical process for utilizing existing facilities and new construction, some older buildings can remain in use during the transitional steps. For example, the existing building at Cheltenham School could continue in use to house the community-centered and special programs from the time the first building phase has been completed in 1970 until complete new facilities are completed for the complex to be located there.

These are but a few examples used to clarify the relationships of building utilization with the Complex Concept.

Implications for Integration

The current building program now underway is making a significant contribution to the objectives of quality, integrated education. Two principles have governed planning for new buildings:

1. Facilities are being provided for housing exemplary and innovative programs in areas of the city where there are large concentrations of minority groups due to prevailing housing patterns. The plan is not to remove educational institutions from any part of the City but to modify them to house effectively the programs developed specifically for the community in which they are located.

2. New buildings being constructed in other parts of the city will have sufficient capacity to accommodate some children from the disadvantaged areas to promote racial integration in the new schools.

The continuing study of school building needs and ways in which they can be met has been the basis for the present construction program. Projects under construction or authorized by action of the Board of Education will be a logical part of the immediate and long-range requirements of the overall plan described in more detail later in this report.

Projects under construction:

Park Hill Elementary School	-	Classrooms, Resource Materials Center, and lunchroom to be completed in January 1969
Hamilton Junior High School	-	A new building to be completed in January 1969
Traylor Elementary School	-	Additional classrooms to be completed in the fall of 1968

Projects authorized:

Hamilton Junior High School - Additional classrooms to be completed in the fall of 1969

New junior high school - New building to be completed in 1970

Cheltenham Elementary School - A new building to replace the existing building constructed in 1891 - nucleus of the Complex

These building projects are being financed by revenue from the Capital Reserve Fund. Three years of revenue derived from this source will be required.

Studies of how best to provide school facilities as a part of the plan to promote quality education and to improve integration in the Denver Schools have resulted in development of some guidelines by which the School District's plans may be evaluated:

- reasonable assurance of predicted values or gains which may be realized
- immediate, medium, and long-range goals coordinated in order to accomplish objectives of the plan
- ideas utilized successfully in other cities
- concepts promoting wider use of school buildings after school, in the evening, and during the summer
- economic feasibility of plans
- salability of plans to people in the community.

Consideration of these guidelines has led to the development of a time-phased plan that can be achieved as resources become available. Changes in the plan will, no doubt, be required as unforeseen changes occur in Denver and as continuing studies show more effective ways of achieving the educational goals. However, flexibility inherent in the plan will permit appropriate modifications during the process without minimizing opportunities to attain the objectives.

Along with the guidelines noted in the foregoing, some assumptions have been made:

1. Integrated education is desirable.
2. Transportation of pupils will be necessary.
3. Problems involved in urban education in the long-range view can probably best be solved on a metropolitan area basis.
4. Improving urban education will require funds beyond the ability of the local community.

As more study is given to these ideas and as more programs are developed, the flexibility envisioned by these building plans will enhance rather than limit the teaching-learning experiences and the services provided the citizens of Denver.

Manual-College High School

One of the most exciting elements of the entire proposal deals with plans for the future of Manual High School.

The Denver Public Schools will contract with one of the region's leading institutions of higher learning for the cooperative operation of Manual High School. This unique arrangement will bring to the staff and students of Manual the total resources of the institution.

This association of college and school will blend the expertise and practical knowledge required to transform Manual into the city's Model-High School. It is anticipated that ultimately the practices and innovative curriculum developed at Manual will be added to the instructional programs in the District's other high schools. This, in combination with other plans for the area, will provide for the Manual community a comprehensive educational program.

The proposed conversion of Cole Junior High School to the nucleus for Cultural Arts and Metropolitan Youth Education Center programs, combined with the establishment of the early childhood education unit at Mitchell, will concentrate within a geographically compact neighborhood the wide-range of educational programs required for equality of educational opportunity.

CONCEPT TIME PHASES*

The specific application of the Model-School Complex to the educational program of the Denver Public Schools and the time phasing of its application is detailed in the plan which follows. This is portrayed graphically for each school level, elementary, junior high, and senior high on the maps which follow the respective sections. The maps show possible Complex boundaries and indicate, as well, potential transportation required to bring about integration.

Phase I

A. Transportation

1. Elementary School

a. Effective at the start of the 1968-69 school year, approximately 250 pupils will be transported from the predominantly Negro Smith Elementary School to eight predominantly Anglo schools with unused capacity. This program will:

- reduce crowding at Smith School
- permit introduction of innovative programs both at Smith School and the receiving schools
- Allow youngsters both from receiving schools and sending schools to receive the benefits of an integrated education
- Serve as a pilot for other similar programs.

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* Phase 1: Immediate operation 1st semester funds budgeted (available) 1968-69 school year.
Phase 2: Construction and/or program authorized and financed - operation 1969-71.
Phase 3: Construction to be financed by bond funds - 1969-72.
Phase 4: Other needs - 1972-77.

b. Transportation of 110 pupils from crowded Philips Elementary School to Cory, University Park, and Carson elementary schools where capacity is available will be continued. This transportation will:

- improve the educational program at the sending school by reducing crowding
- improve the educational program at the receiving schools by providing enough pupils to maintain expanded educational programs at reasonable cost
- maintain a reasonable ethnic ratio at the sending school
- provide an opportunity for integrated learning experiences.

c. Current transportation of 275 pupils from Stedman Elementary School to eleven predominantly Anglo schools be continued. This plan:

- reduces crowding at Stedman Elementary School
- provides an opportunity for integrated learning.

d. Determination of the possibility of permitting complete open enrollment in all city's public schools with transportation being provided by the School District whenever the racial balance will be improved and whenever the numbers are reasonable.

e. Expansion of racially shared learning experiences including Cultural Arts Center, Cultural Understanding Program, and Metropolitan Youth Exchange.

2. Junior High School

a. Expand the current open enrollment policy by providing transportation for voluntary transfer of pupils to schools with available capacity.

b. Smiley Junior High School pupils will continue to be transported to majority schools where room exists. Concurrent with the completion of new junior high schools planned and under construction, crowding at Smiley will be reduced by transportation of pupils and by means of boundary changes.

c. Cole Junior High School offers limited opportunities for integration because of residential housing patterns.

Therefore, the administration will explore with the school staff and citizens in the community a plan to facilitate integration of Cole pupils by assignment to other schools in the District. The space made available by this step will be used to house other important educational programs for which there is a pressing need for space.

If Cole is phased out as a junior high school, pupils from the Manual attendance area will be given the option of attending the high school to which their junior high school contributes or of attending the Manual-College High School.

3. Senior High School

a. Expand the current open enrollment policy providing transportation for voluntary transfer of pupils to schools with available capacity.

Phase II

A. Construction

1. Elementary School

a. Cheltenham replacement -- design facilities for operation as a community/neighborhood elementary educational center during and after-school hours and in the summer.

b. Park Hill Addition -- promote the magnet school concept through program development and maintain an integrated school. Attention will be given to innovative programs including grade reorganization to the cluster of schools adjacent to Park Hill.

c. Traylor Addition

2. Junior High School

a. Hamilton Junior High School and addition

. assign pupils from Thomas Jefferson Junior-Senior High School at the beginning of the second semester 1968-69 to eliminate double sessions

. transfer some pupils, September 1969, from Hill Junior High School to relieve crowding and make room for some pupils from Smiley Junior High School

. transfer some pupils, September 1969, from Smiley Junior High School.

These two moves will reduce membership at Smiley Junior High School and achieve some change in the racial composition.

b. New junior high school complex to be constructed at South Quebec Street and East Florida Avenue. Completion expected in September 1970.

. By means of transportation and subdistrict boundary changes, assign pupils from Smiley and Cole to Gove, Hill, Morey, Byers, Grant, and the junior high school, thus enrolling some Negroes in all of these schools and reducing membership at Smiley to approximately 1,200 and further improving the racial composition there. Space made available at Smiley will be used to accommodate innovative and exemplary programs now being planned.

Phase III

A. Construction

1. Elementary School Complex Units	*Estimated Construction Cost
a. Park Hill - Montclair	
. Park Hill	$ 500,000

* These data are based upon current construction costs in Denver

. Montclair and Montclair Annex -- site addition and remodeling as complex	$ 2,500,000
b. Cheltenham	
. Boulevard - eliminate building (capacity 390 pupils)	25,000
. Cheltenham - new complex	2,000,000
. Cowell - classroom addition and auditorium	600,000
c. Fairmont	
. Alameda - replace building (capacity 240 pupils)	600,000
. Fairmont - additional classrooms - enlarge site	750,000
. Elmwood - replace building (capacity 450 pupils)	1,500,000
. Sherman - replace building (capacity 360 pupils), add to site	1,080,000
d. Mitchell-Cole	
. Columbine - eliminate older building (capacity 435 pupils)	50,000
. Mitchell - eliminate older building (capacity 570 pupils), add auxiliary spaces	450,000
. Cole - convert to elementary community function by eventually phasing out its use as a junior high school	1,500,000
e. Mansfield-Tamarac	
. University Park - eliminate older building (capacity 150 pupils)	25,000

. Site 139 - new facility	$ 1,600,000
. Mansfield and Tamarac - new facility	1,600,000
f. Morey Conversion	
. Bromwell - replace building (capacity 270 pupils), add to site	1,500,000
. Whittier - eliminate older building (capacity 600 pupils), add auxiliary spaces for use as a Pre-primary-Primary-unit	350,000
. Morey - convert to elementary complex	1,750,000
g. College View	
. College View - replace building (capacity 515 pupils)	2,500,000
. Bow-Mar Heights - new facility	1,600,000
h. Alcott-Berkeley	
. Berkeley - replace building (capacity 330 pupils)	900,000
. Alcott - replace building (capacity 570 pupils)	1,440,000
CAPITAL OUTLAY - ELEMENTARY PHASE III TOTAL	$24,820,000
2. Junior High School Unit	
a. Skinner	
. Skinner - building addition, add to site	$ 1,500,000
b. Southwest junior high school	$ 4,000,000

c. Byers

. Byers - building addition, add to site	$ 1,500,000
. Morey - convert to elementary complex see Phase III - Elementary Schools	
. Cole - eventually phasing-out and use building for selected grade patterns and for community center	
CAPITAL OUTLAY - JUNIOR HIGH PHASE III TOTAL	$ 7,000,000

3. Senior High School

a. North — $ 1,000,000

. Consolidate the site and relocate athletic field, add facilities for vocational-technical center

b. Manual-College High Project

The professional resources of a regional institution of higher learning will be made available and utilized. The total resources of the college will augment the work of the faculty to continue to build on the traditions represented by Manual High School.

The goal, to be achieved through working with the administration and faculty of Manual, will be to transform and improve Manual High School. It can become the outstanding high school in the city.

A special project director and a steering committee composed of staff and community representatives will guide this development and will evolve plans and programs in the following areas:

- structuring the total Manual High School community for broad practical educational planning and programs conceived in their widest scope, including administration, curriculum, guidance, and counseling, and other activities which affect students

- curriculum development

- re-allocating and augmenting professional personnel and resources

- evaluating and developing plans for the physical plant necessary to implement the program

- applying programmed budgeting techniques

- operating programs on the college campus and at Manual to prepare personnel and meet a wide variety of educational needs

- continue technical-vocational program development such as cosmetology, electronics, drafting, power, and automotive classes

- establish job entry training

- develop intensified programs in all curriculum areas

- improve instructional techniques in all areas with special emphasis on counseling and guidance

- major building addition - add to the building capacity, add swimming pool $ 500,000

In summary, many resources exist and will be utilized to achieve the goal of making Manual an outstanding school. Additional resources will be required and provided.

Pupils choosing to go to Manual will be provided with a superior educational program cooperatively developed and implemented by the Manual faculty in cooperation with a leading institution of higher learning.

c. East — $ 2,000,000

- major remodeling to improve educational function for science, home economics, industrial arts, physical education, and to provide a Resource Materials Center
- purchase of state land now being leased
- add to site
- increase capacity of building to 3,000 - 3,500

d. New High School — 8,500,000

Construct a new school in the vicinity of West Denver

- acquire site sufficient for construction of second all-city athletic field
- building capacity 3,500 - 4,000 to house West High School pupils and ninth grade pupils from contributing middle schools. Possibly reassign some North High pupils to relieve crowding there.

e. Model High School-Complex — 6,000,000

Convert West High School to a special center housing such functions as:

- Science-technical education
- Cultural program

. Space-age education

. Advanced language, mathematics, science and art classes

. Special Education Center

. Special Services Center

Pupils would attend on a part-time basis with transportation provided to and from their home schools.

f. George Washington $ 2,000,000

. add classrooms and vocational-technical center

. increase capacity to accommodate ninth grade.

g. Abraham Lincoln 500,000

. add vocational-technical center

. increase capacity to accommodate ninth grade

h. South 800,000

. add vocational-technical center and swimming pool

. increase capacity to accommodate ninth grade

i. Thomas Jefferson 500,000

. add vocational-technical center

. increase capacity to accommodate ninth grade.

j. John F. Kennedy 800,000

. add vocational-technical center and swimming pool

. increase capacity to accommodate ninth grade.

CAPITAL OUTLAY - SENIOR HIGH PHASE III	$22,600,000
GRAND TOTAL PHASE III	$54,420,000

4. Other Projects

a. Develop an Outdoor Education Center on land to be made available through donation.

Estimated costs	
Capital outlay during a five-year period	500,000
GRAND TOTAL	$54,920,000

Phase IV

A. Construction

1. Elementary Complex Units

a. Cheltenham

. Ashland - replace building (capacity 630 pupils)	$ 1,500,000
. Fairview - eliminate annex (capacity 180 pupils)	25,000
. Eagleton - replace building (capacity 480 pupils)	1,500,000
. Perry - abandon building (capacity 150 pupils)	25,000

b. Montbello*	
. Swansea - replace building (capacity 390 pupils)	$ 1,125,000
. Elyria - convert to pre-primary unit (capacity 150 pupils)	50,000
. Garden Place - replace building (capacity 645 pupils)	1,500,000
. 6 elementary schools (Montbello) @ $1,500,000	9,000,000
c. Fairmont	
. Evans - replace building (capacity 460 pupils) and add to site	1,500,000
d. Mitchell-Cole	
. Crofton - replace building (capacity 360 pupils)	1,080,000
. Wyatt - replace building (capacity 450 pupils) and add to site	1,200,000
e. Mansfield-Tamarac	
. Sites 143 and 146, and school sites in Hampden Heights and East Belleview	7,360,000
f. Morey	
. Moore - replace old section (capacity 240 pupils) and do necessary remodeling	600,000
. Stevens - replace building (capacity 390 pupils) and add to site	1,500,000

*Phase 1 - Lease elementary and junior high school facilities
a. Acquire 50-60 acres, near center of area, from developers.
b. Construct elementary and secondary facilities to provide a nucleus for a complex to house children from that area.
c. Acquire elementary sites and construct schools as needed beyond the capacity provided in the complex.

. Wyman - replace building (capacity 420 pupils) and add to site	$ 1,125,000
. Emerson - replace building (capacity 360 pupils)	1,080,000
g. College View	
. Bear Valley Heights - new facility	1,600,000
. West Bear Valley - new facility	1,080,000
h. McKinley-Thatcher	
. Lincoln - replace old section (capacity 540 pupils)	1,260,000
. Washington Park - replace old section (capacity 540 pupils)	900,000
. McKinley - replace building (capacity 345 pupils)	900,000
. Thatcher - replace building (capacity 365 pupils)	900,000
i. Westwood	
. Westwood - new complex	2,500,000
j. Florida and Quebec Street	
. Florida and Quebec - new complex	1,440,000
k. Alcott-Berkeley	
. Smedley - replace old section (capacity 450 pupils)	1,140,000
. Columbian - replace old section (capacity 540 pupils)	1,200,000
ESTIMATED CAPITAL OUTLAY - PHASE IV - TOTAL ELEMENTARY	$43,090,000

Long-range considerations include eventual replacement of all buildings constructed before 1921 with attention given to replacement so that new buildings can serve several subdistricts where children would be within walking distance. Land use patterns as suggested in the City Comprehensive

Plan will also be considered in making decisions about replacement. In addition, consideration for new buildings and sites will be necessary in future annexed areas.

2. Junior High School Units	
a. Gove	
. replace with new facility (capacity 790 pupils)	$ 4,000,000
b. Montbello	
. new facility	9,000,000
ESTIMATED CAPITAL OUTLAY - PHASE IV - TOTAL JUNIOR HIGH	$13,000,000
3. Senior High School	7,500,000
a. North	
. replace old section of building and site acquisition - increasing capacity to 3,000 - 3,500 to accommodate ninth grade pupils from contributing middle schools	
b. Montbello	6,400,000
. new facility for this area	
ESTIMATED CAPITAL OUTLAY - PHASE IV - TOTAL SENIOR HIGH	$13,900,000

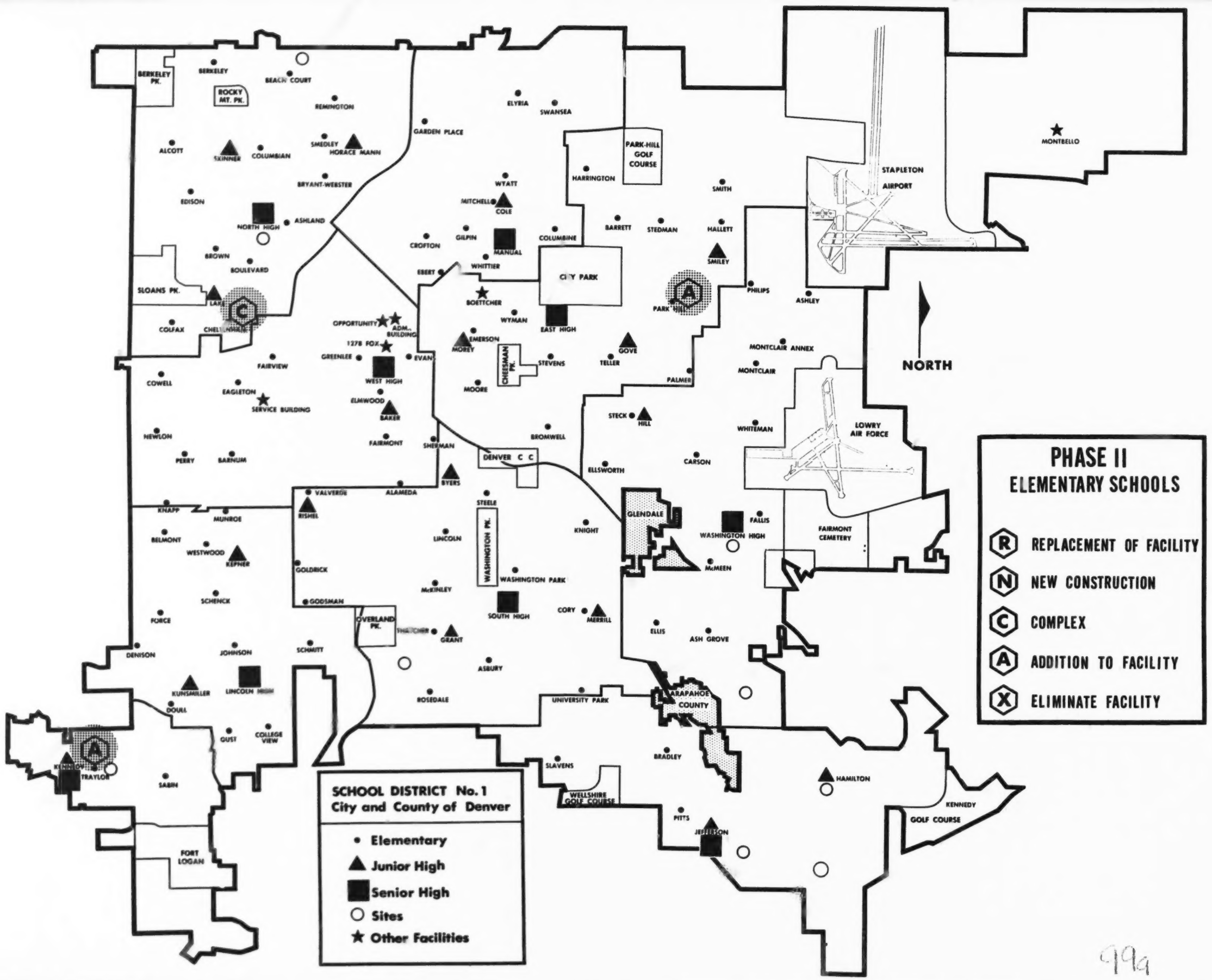
4. Other Projects

a. Construct additional Metropolitan Youth Education Centers in various areas of the city as needed	$ 1,000,000
b. Construct addition to Service Building	1,000,000
ESTIMATED CAPITAL OUTLAY - PHASE IV - OTHER PROJECTS	$ 2,000,000

E. SUMMARY - ESTIMATED CAPITAL OUTLAY - PHASES III AND IV

	Phase III	Phase IV	Total
Elementary Schools	$24,820,000	$43,090,000	$ 67,910,000
Junior High Schools	7,000,000	13,000,000	20,000,000
Senior High Schools	22,600,000	13,900,000	36,500,000
Other Projects	500,000	2,000,000	2,500,000
	$54,920,000	$71,990,000	$126,910,000

The phases outlined in the foregoing meet the major objectives of the plan for quality integrated education in the Denver Public Schools. As additional study of building needs is made by the school staff and citizens of the community it is possible that the time-phasing of construction can be modified on the basis of priorities established. The proposed steps are in keeping with an orderly approach to achieving the goals as fast as is reasonable from the point of view of citizens of the community as well as being financially feasible.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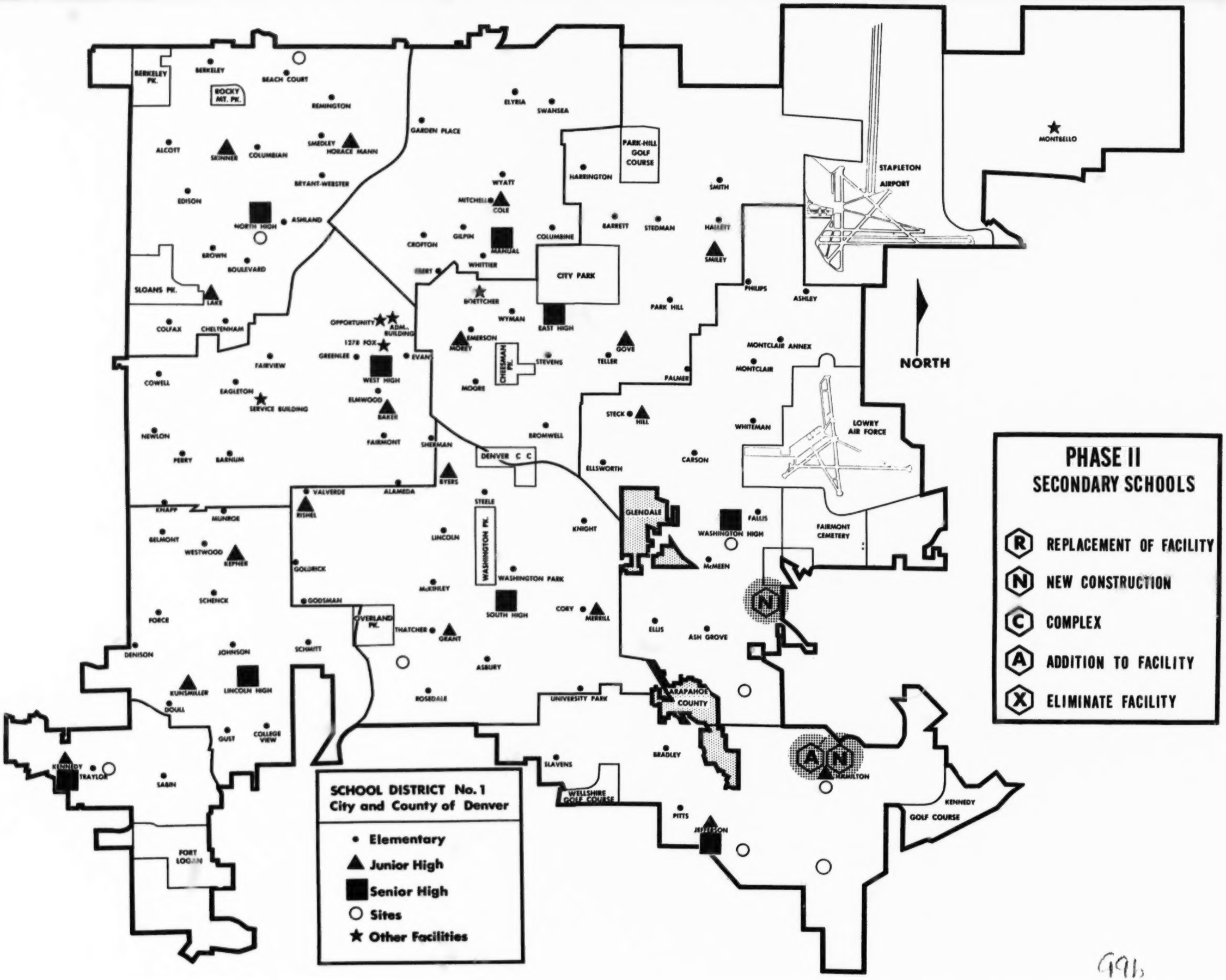
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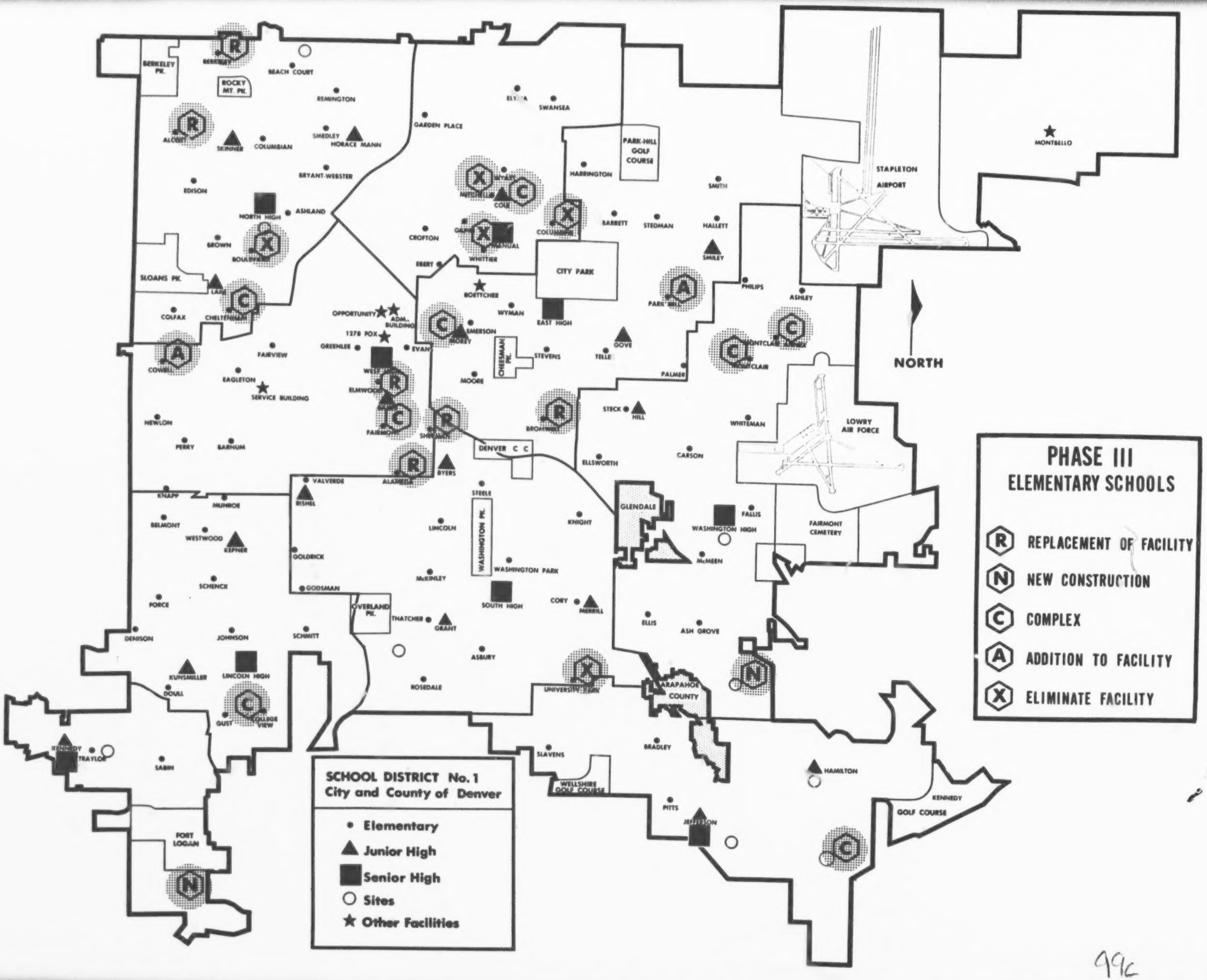
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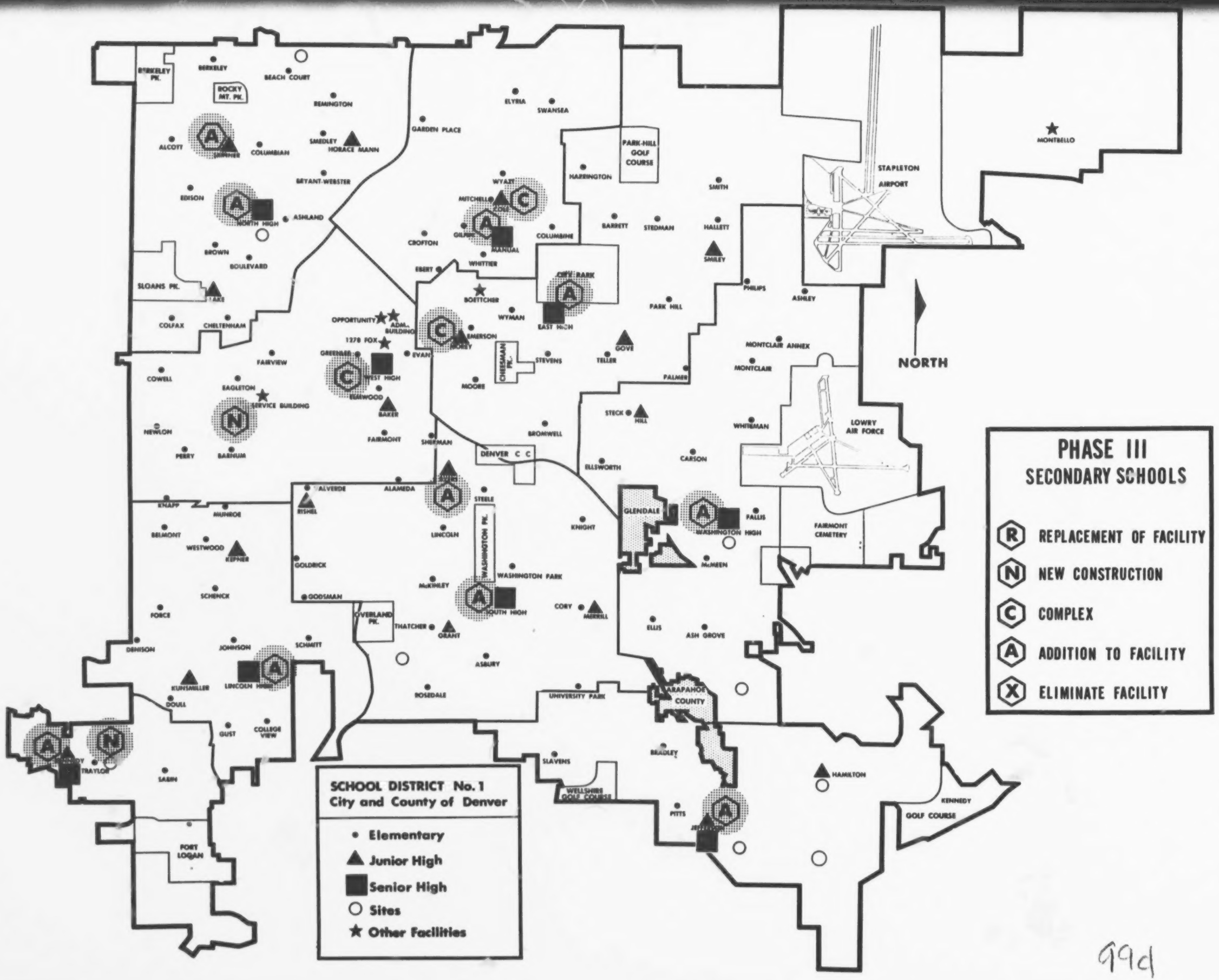
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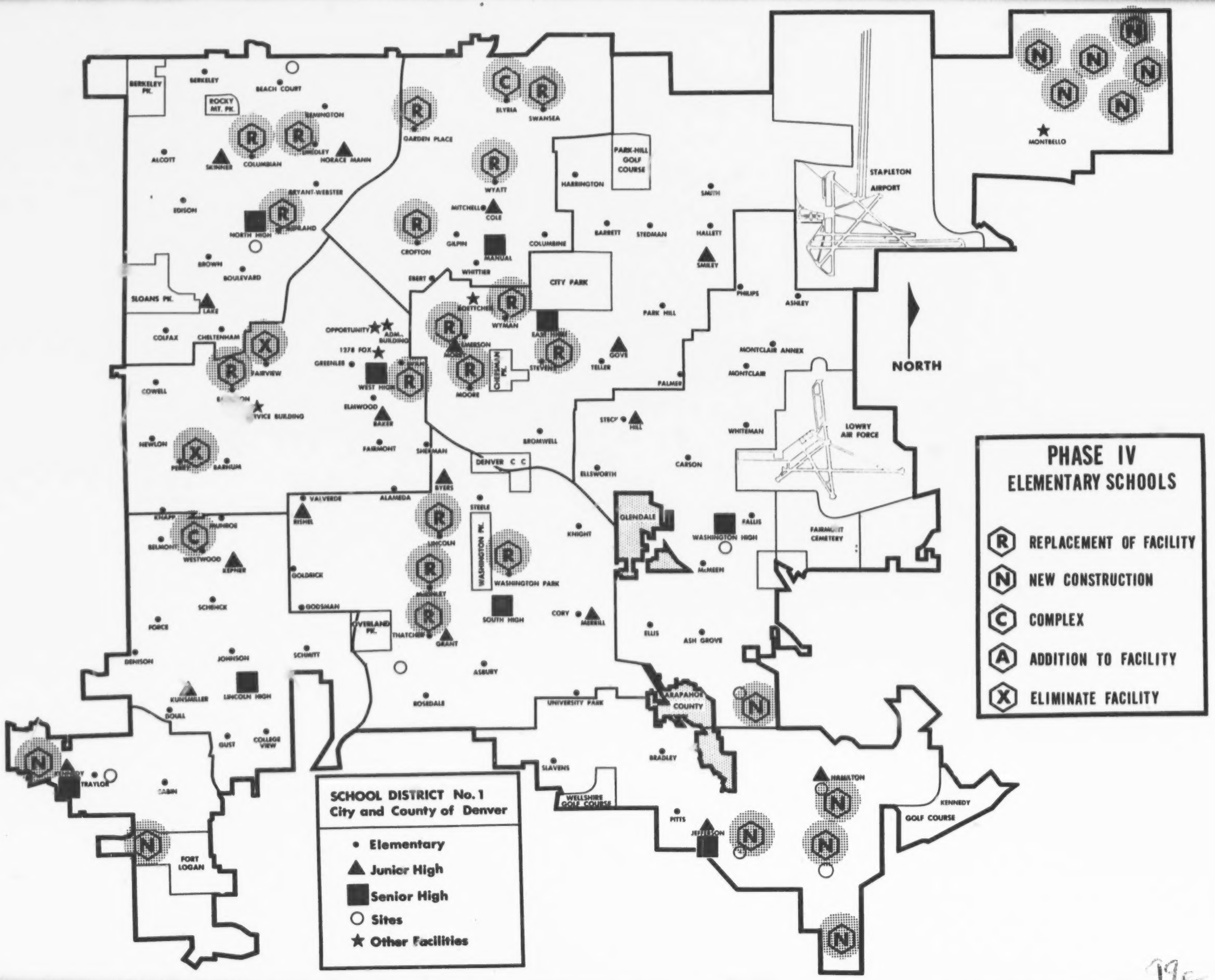
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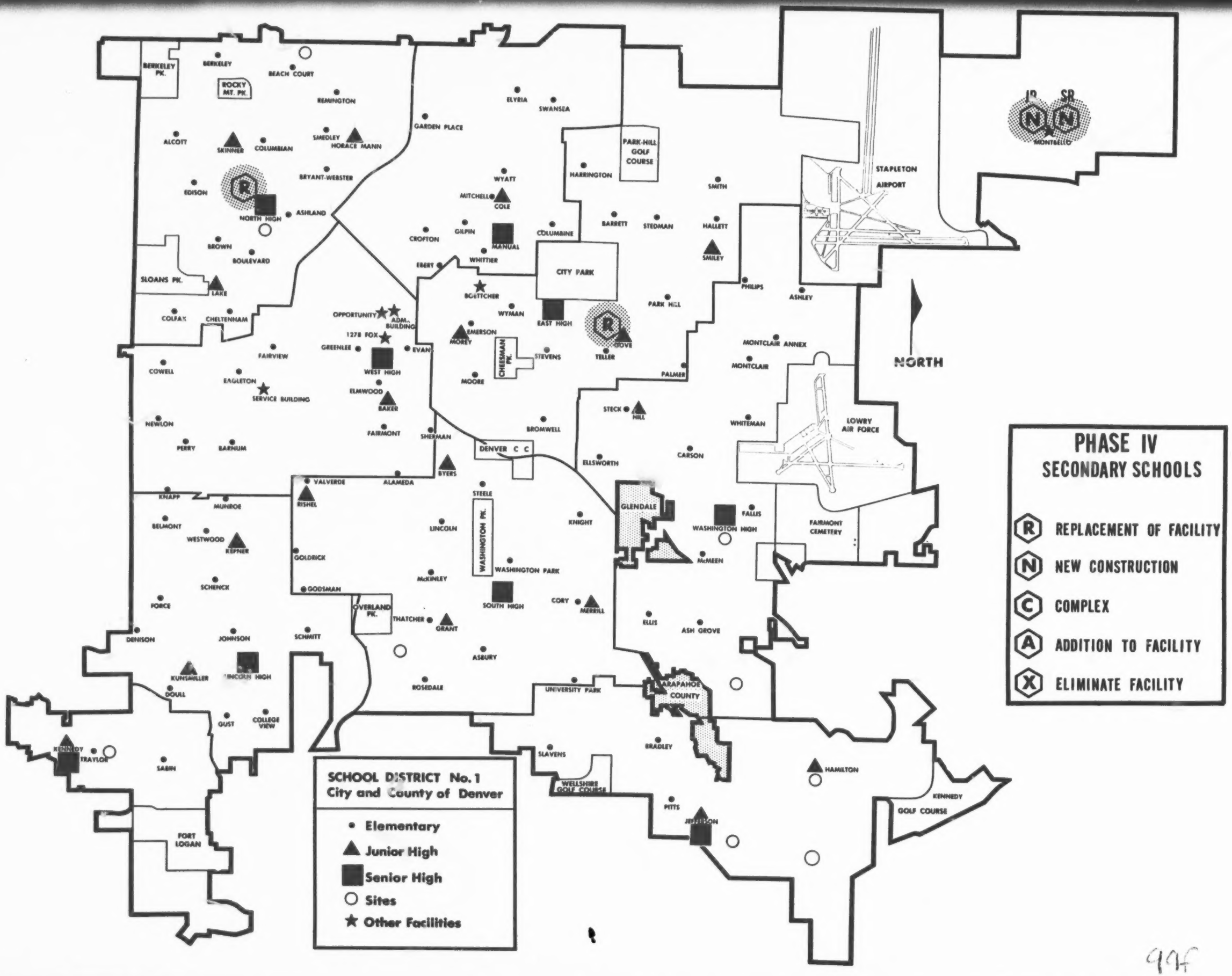
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JEFFERSON
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SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities
PHASE IV
SECONDARY SCHOOLS
REPLACEMENT OF FACILITY
NEW CONSTRUCTION
COMPLEX
ADDITION TO FACILITY
ELIMINATE FACILITY

FINANCING QUALITY-INTEGRATED EDUCATION

Financing education is usually considered under the two general headings of operating and capital outlay expenses. These two categories have been referred to in the report under such specific topics as instruction, supportive services, transportation, health services, and school building facilities.

Operating expenditures are the day-to-day expenses of running the school system and are budgeted annually.

Programs and services discussed in the report will require an expenditure of funds included in the 1968 and 1969 budgets. As these programs and services are expanded and as costs on education continue to rise, additional funds in these budgets and in future budgets will be required.

On the other hand, capital outlay funds usually derived from bond funds are used to finance the construction of buildings, additions, major remodeling, and equipment.

Bond funds must be authorized by a vote of the people and are a lien on the taxable property of the District. State law limits the amount of bonds which can be issued to 10% of the assessed valuation of property in a school district without permission of the Tax Commission or 15% if voted by the people and approved by the Commission. Therefore, based on an assessed valuation of $1,225,089,510 (1967 abstract) the Denver Schools would be permitted by law to incur a total bonded indebtedness of approximately $122,500,000, or with permission of the Tax Commission $183,800,000. Outstanding bonds

from the 1952 and 1956 bond issues being retired by annual payments total $27,900,000. Therefore, the District has a net bonding capacity of a minimum of $94,600,000 or a possible maximum of $155,900,000. Immediate school facility needs require a capital outlay of $54,920,000 and if financed entirely by bond funds are well within this range of current debt limitation.

PLANS FOR INVOLVEMENT

Presentation of this proposed plan by the Superintendent to the Board of Education constitutes a first step in compliance with Resolution 1490. The next important step is the consideration of the plan by the Board of Education, the staff, and the citizens.

The nature of these recommendations is such that their implementation depends upon informed criticism, public understanding, and support. Planned feedback is essential when the proposed education plan involves program and policy changes which can succeed only with public acceptance.

Close coordination with the community will be maintained through the city news media in order to engender a thorough and complete examination of the plan. Information will be provided to insure widespread communication and to generate interest in and support for the Denver Public Schools.

If the proposed process is to serve this community, citizens must have the opportunity to consider carefully and to modify the suggested courses of action. With the help of the press and the public, this opportunity will be extended through planned hearings. The responses of the citizens and professional staff to the recommendation will, in the final analysis, determine the makeup of the integration program adopted by the Board.

Public Hearings

The Board of Education will hold public hearings on the plan at South High School at 7:30 p.m. on:

- November 12, 1968
- November 26, 1968

These hearings will be telecast by KRMA-TV, Channel 6. This arrangement not only permits interested citizens to voice their opinions publicly but also provides wide dissemination of the views stated by participants.

In order to promote full and complete discussion of the issues by all concerned citizens, the Board of Education and the Superintendent plan to take other steps designed to encourage community understanding of the proposal.

Speakers Bureau

Speakers will be made available to explain the plan to interested groups of citizens, service clubs, and civic organizations.

- Speakers may be scheduled by calling the Speakers Bureau at the School Administration Building, 266-2255

Idea Exchange Center

Idea Exchange Centers will be established in each of four schools in various geographic areas of the School District. Staff members will be available to explain the plan, provide requested data,

record suggestions, and to transmit information to the Superintendent and Board of Education.

Individuals or groups wishing to record their views or to present statements for consideration may schedule time for expressing their positions by phoning the Idea Exchange Center, School Administration Building, 266-2255.

Appointments may be made at any time for use of the Idea Exchange Center between the hours of 9:00 a.m. and 9:00 p.m. on the following dates:

. November 11, 12, 18, 19, 25, 26

. December 2, 3

If these dates do not provide sufficient time to accommodate all requests, additional dates may be scheduled.

Televised Board Conference

A conference will be held on December 5 at 7:30 p.m. at which time the Board of Education will discuss the plan. This board conference will be broadcast over KRMA-TV, Channel 6 so that citizens may hear the points of view of individual board members.

Additional Information

It is planned that during the course of the next few weeks additional information concerning the plan will be made available by the Superintendent. These additional data will be furnished freely to

the public, to all television and radio stations, and to all newspapers serving the community so that the people may be kept apprised.

Written Communication

Any interested citizen of Denver is invited to express his views or give his suggestions regarding the proposal at the public hearings. Those who are unable to attend the hearings, or who may not wish to do so, are urged to write their suggestions to:

Board of Education
414 Fourteenth Street
Denver, Colorado 80202

WHAT THE PLAN ACCOMPLISHES
- A SUMMARY -

The Model-School Complex, a subsystem of the city and school system, links together large groups of students of varying socio-economic, racial-ethnic, and religious backgrounds on one or more inter-related sites. Education in the complex reaches toward all of the cultural, recreational, social, and economic resources of the area. The complex focuses on innovation, research and development, evaluation of educational change and diffuses tested educational improvements to the whole system. Students in the group of schools making up the complex share the facilities in the central or core school making use of specialized staffs, programs, support services, and facilities.

The Model-School Complex concept designed for Denver makes possible provision for differentiated assignment of teaching staff, construction of new facilities, development of innovative teaching methodology and materials, lengthening of the school day and year, involvement of neighborhood citizens in decision making related to education of their children. These changes, while important, do not by themselves bring about integration. However, *school organization within the Model-School Complex can contribute significantly to integration.*

Services Within the Complexes

School complexes can be constituted in many ways. For example, schools with memberships of different ethnic composition can be grouped in a complex in such a way that a variety of integrated experience can be provided:

- Classes from various schools will be brought together to participate in special programs in the Central Complex.

- Special needs of pupils can be served by attendance at the center for a short period of time daily or for some portion of a day on a scheduled basis. For example, pupils who would profit from intensive instruction at the reading center could be enrolled for an hour per day in order to receive the help of reading specialists.

- Students can be assigned to the core school for extended periods of time - such as a week, month, or semester - so as to use the multi-media instructional devices provided.

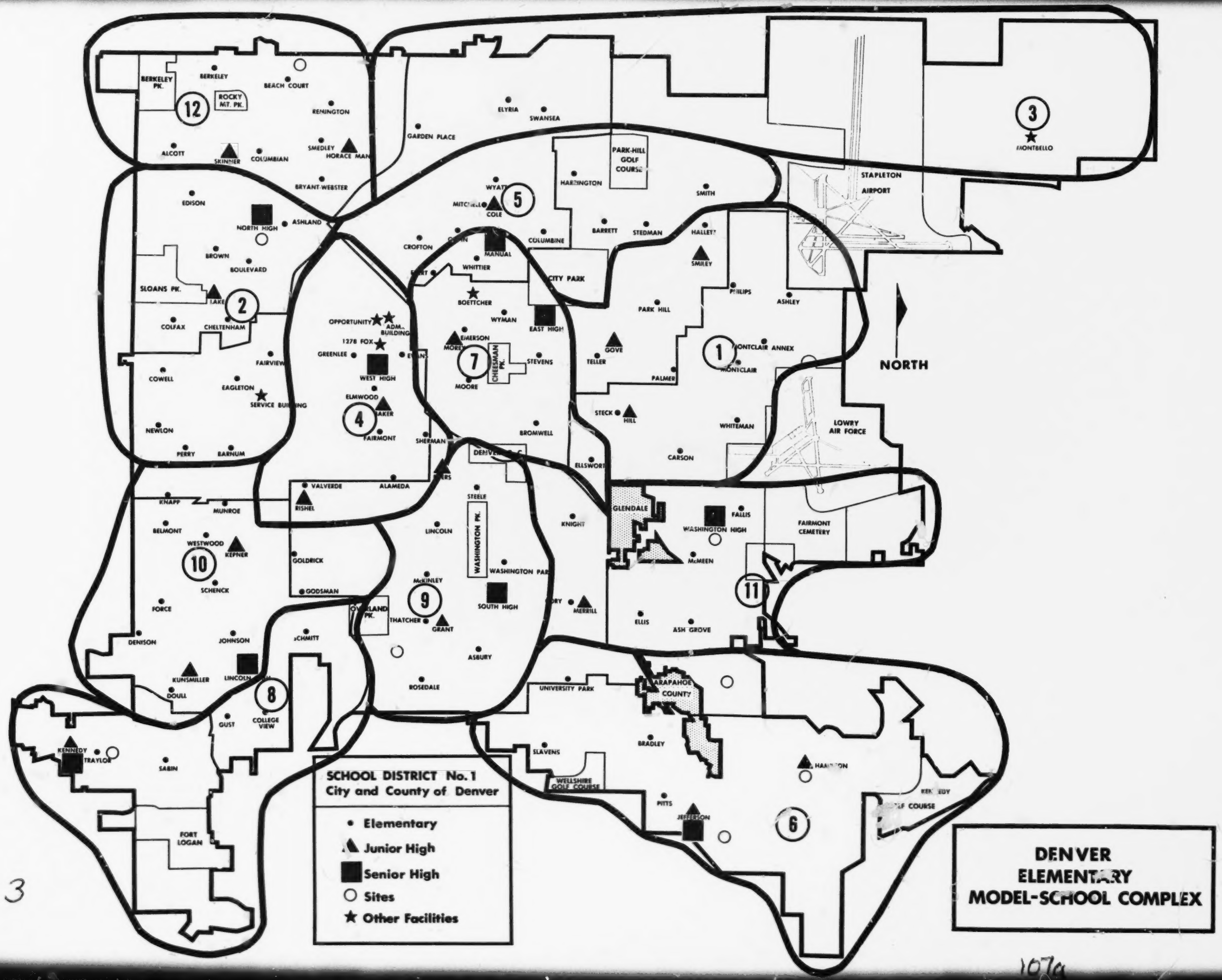
- Accommodation of similar grade levels in various schools within the complex would result in bringing together a staff with specialized professional competency. For example, one school within the unit might be devoted to pre-primary education, another K-2, and a third, grades 3-6.

Integration Within Elementary Complexes

In order to assess the potential contribution the complex can make to integration, the city was divided into twelve Elementary Model-School Educational Complexes. This is shown in the accompanying table.

It can be seen that if, in the initial stages, an assumption is made that no complex should contain a minority population greater than 50%, transportation of pupils from only three of the twelve complexes as they are now constituted will be required. If it is determined that this measure should be applied, adjustments in the ethnic composition can be made when the oldest structures in the School District are razed.

- For example, in Area Three, 390 pupils can be transported to achieve integration when an old school is eliminated; in Area Four, 1,050 pupils can be assigned to non-minority schools as older buildings are closed; in Area Five, 1,785 pupils from schools scheduled for closing can be enrolled in complexes presently lacking a multi-ethnic student body.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KENNEDY GOLF COURSE
SCHOOL DISTRICT No. 1
City and County of Denver
• Elementary
Junior High
Senior High
Sites
★ Other Facilities
DENVER
ELEMENTARY
MODEL-SCHOOL COMPLEX

3

ELEMENTARY MODEL-SCHOOL COMPLEX
ESTIMATED POPULATION COMPOSITION

Area	Number of Schools in Complex	Percent Population Range % Minority	% Anglo	Proposed Complex Population# % Minority	% Anglo	
1	10	7% - 87%	11% - 91%	22%	76%	
2	11	18 - 92	6 - 83	46	50	
3	4	8 - 79	20 - 85	62	36*	a
4	7	24 - 87	12 - 75	61	39*	b
5	9	93 - 99	1 - 5	97	2*	c
6	4	0 - 1	98 - 99	1	99	
7	7	8 - 99	1 - 90	43	57	d
8	5	2 - 24	76 - 98	8	92	
9	7	4 - 17	76 - 98	9	88	
10	9	5 - 52	47 - 94	23	77	
11	7	0 - 8	90 -100	1	98	
12	7	10 - 74	25 - 90	45	54	

\# Minority percentages include Negro and Hispano. Therefore all percentages do not total 100%.
* Transportation will be required to maintain integration.

a. The major ethnic group is Hispano. As Montbello develops % of minority pupils expected to decrease lessening need for transportation for integration.
b. The major ethnic group is Hispano. Transportation to other areas required for integration.
c. The major ethnic group is Negro. Transportation of 2,329 intermediate pupils to other areas will improve integration. New primary units will house Preschool through Grade 3.
d. The transportation of 312 intermediate pupils from Whittier will reduce the minority % in the District.

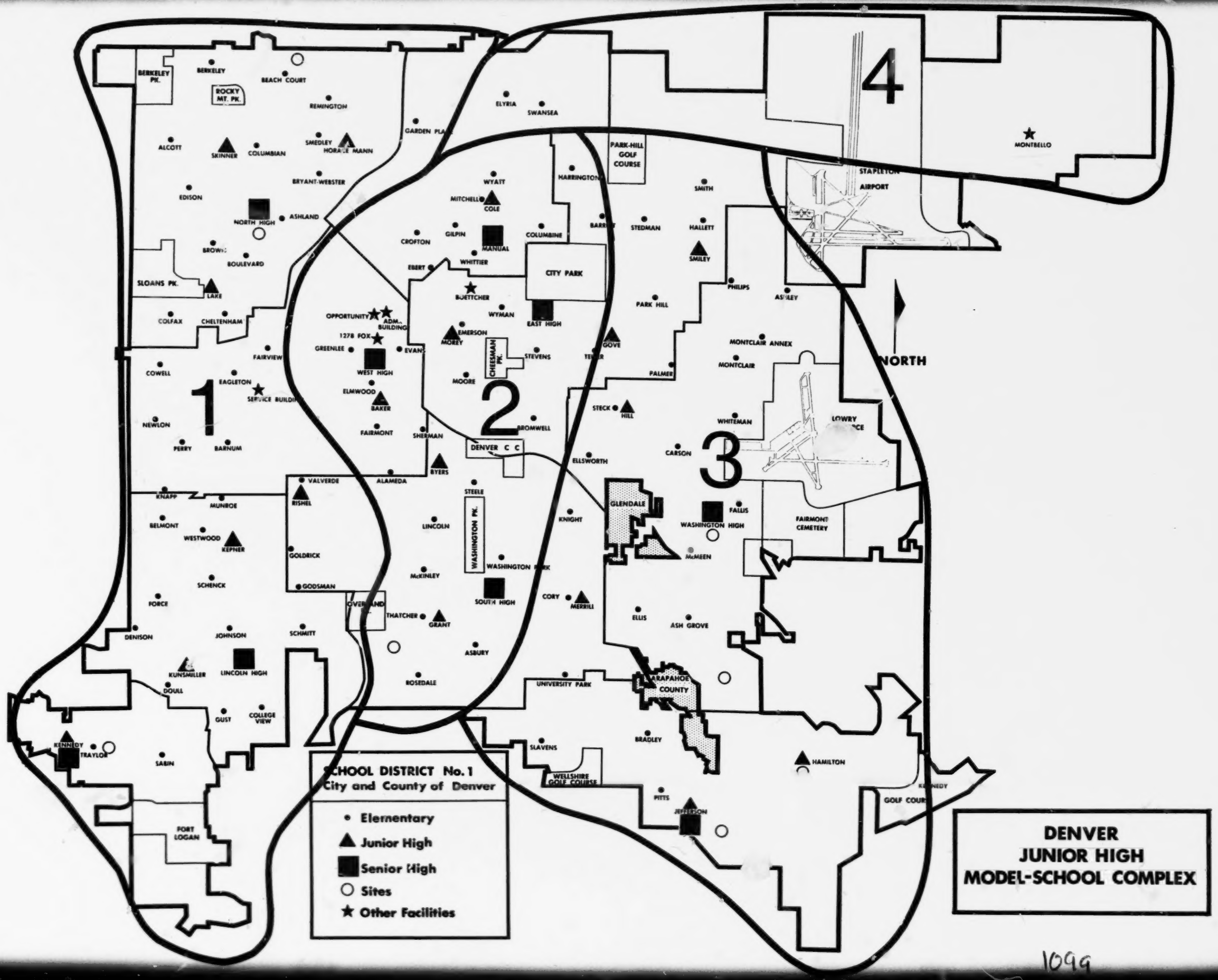
Note: The transportation of these pupils will be phased with the availability of space.

Integration Within Junior High Schools

The Junior High Schools in the Model-School Complex will operate in a different manner than either the Elementary Model-School Complexes or the Senior High School Complexes in order to avoid unnecessary duplication of effort. The junior high complexes will serve 1) as an organizational base for required supportive services, and 2) as a means of decentralizing the administration of the junior high schools.

Integration at this level will be accomplished primarily through transportation of pupils from crowded inner-city schools. It will be necessary to transport pupils from predominantly minority schools in some instances. Plans to accomplish this have been discussed for Cole and Smiley. Similarly transportation may be required at Morey and perhaps at Baker and Horace Mann. While pupil transportation will have an important role in the District's integration plan continuing intensive efforts to upgrade the curriculum within the schools will also be required - for while there is hope that integrated education will contribute measurably to improving children's academic performance, lasting improvements in school achievement will require intensified, quality education wherever pupils go to school. Commenting in this regard concerning his report Dr. Coleman concludes that while integration provides benefits it takes only a small step toward equality of educational opportunity.*

*"Towards Open Schools," James S. Coleman, the Public Interest, Fall 1967, P. 23.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SCHOOL DISTRICT No. 1
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Elementary
Junior High
Senior High
Sites
Other Facilities
DENVER
JUNIOR HIGH
MODEL-SCHOOL COMPLEX

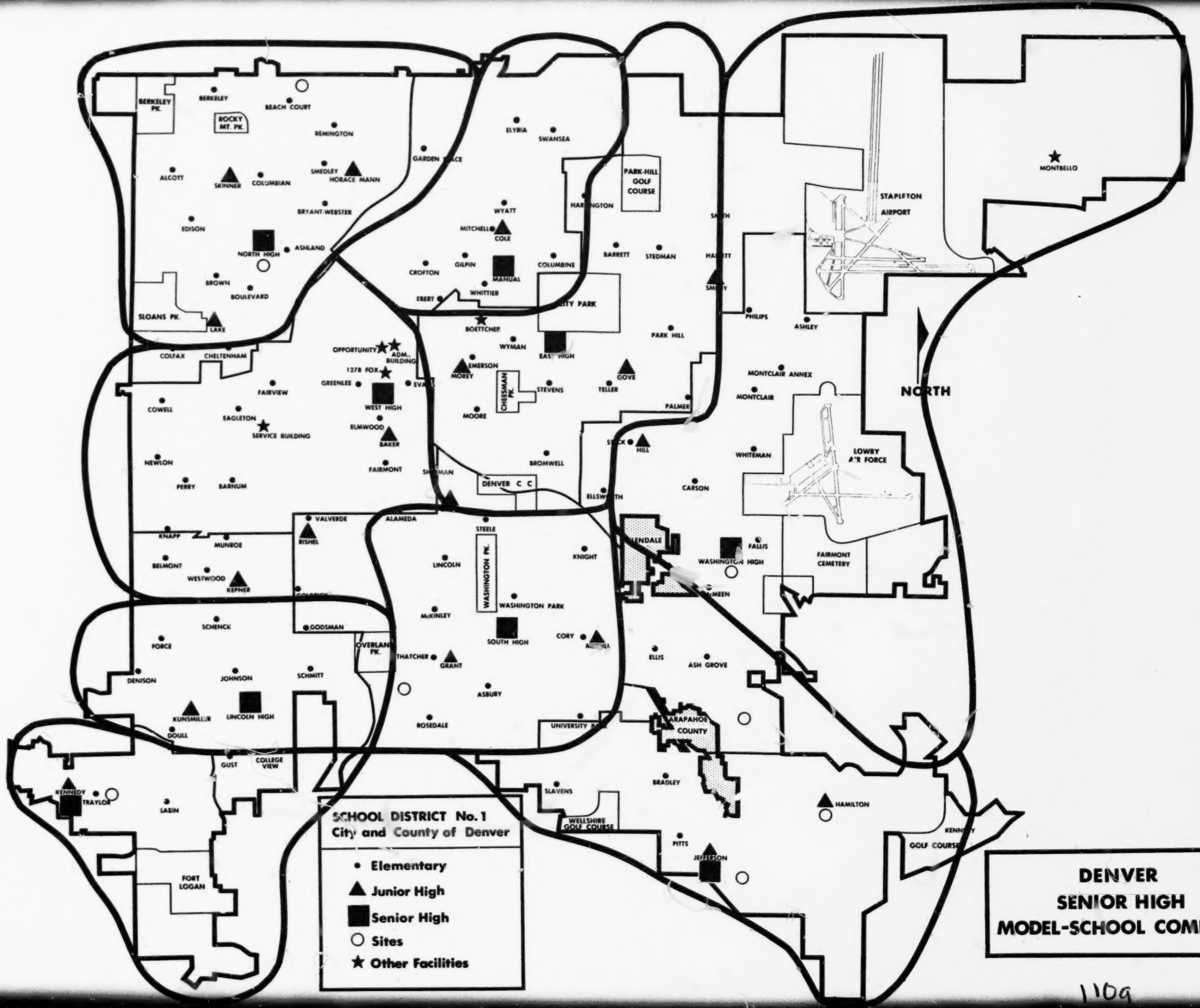
1099

EFFECTS OF TRANSPORTATION
OF JUNIOR HIGH SCHOOL PUPILS
ESTIMATED POPULATION COMPOSITION

Area	Number of Schools	Present Population Range		Proposed Population Distribution	
		% Minority	% Anglo	% Minority	% Anglo
1	7	1% - 92%	9% - 99%	30%	69%
2	5	5 - 95	6 - 94	48	51
3	5	1 - 69	30 - 99	15	69
4	1	Self-contained Montbello Educational Complex - which, it is estimated will be racially integrated when completed.			

Integration of Senior High Schools

The Senior High Model-School Complex will be an essential means by which cross-racial education can be accomplished. In its initial stages, the High School-Complex will accommodate 3,000 pupils at any one time. Because attendance at the center will be for relatively short modules of time, many of the District's high school students will be able to benefit from the quality, integrated education to be given in the complex. At some time during their high school careers most of Denver's approximately 20,000 high school students will have the opportunity for meaningful cross-racial, educational experiences. When the present West High School has been relocated, remodeling of the building will provide facilities forming the nucleus of the Senior High Model School-Complex.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DENVER
SENIOR HIGH
MODEL-SCHOOL COMPLEX

1109

Integration in the City's high schools will also occur through expansion of the open enrollment plan with transportation being provided whenever the requested transfer improves integration and whenever numbers of pupils are within the capability of the District to be accommodated. Determination of the number of pupils who will exercise their option under this plan can be made during the current school year.

Other Integration Plans

Meaningful integration will also occur through metropolitan student exchanges; at the Outdoor Education Center providing live-in, integrated quality education for as many as 1,000 youngsters per week; and in other culturally-shared learning experiences such as are provided by the Cultural Understanding Program, the Cultural Arts Center, the regular summer school programs, and the after-school recreation programs.

Transportation and Pupil Assignment

Changes in pupil assignment by means of modifications in school attendance areas will also be utilized to improve integration. Careful study has revealed that such boundary changes will be of most value in preventing resegregation in certain areas of the city.

Open Enrollment Plan

At the present time within the City and County of Denver there are 24 elementary schools, 5 junior high schools, and 4 senior high schools which have less than 10% Negro and Spanish-American pupils. In contrast, there are 8 elementary schools, 2 junior high schools, and 1 senior high school having more

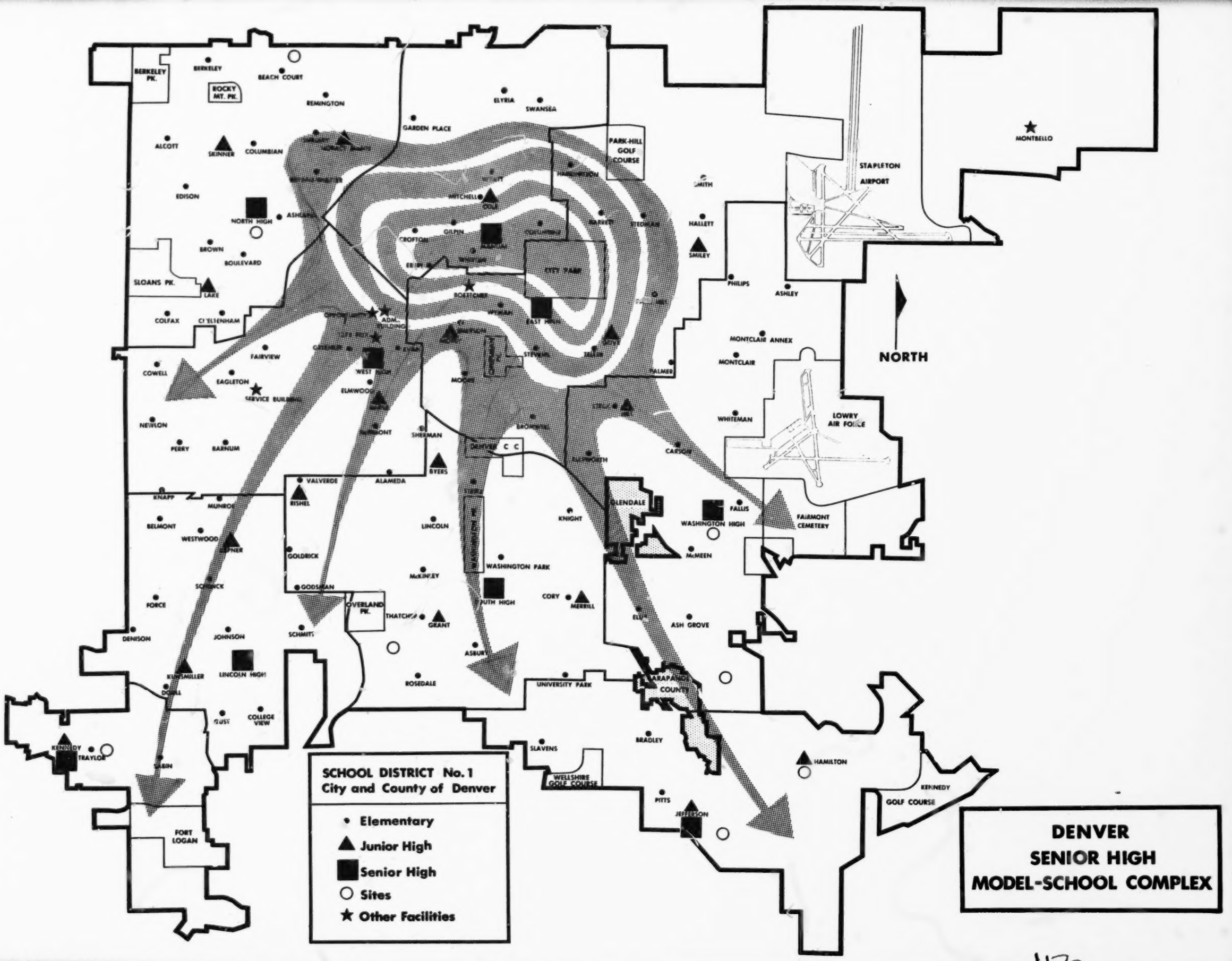
than 50% Negro, and 18 elementary schools and 2 junior high schools having an enrollment of over 50% Spanish-American pupils. Students who attend these schools live within almost completely segregated communities, and cannot be placed in integrated school situations by means of revising subdistrict area boundaries. Offering integrated school experience to these pupils will require transportation of some pupils.

There is crowding in some schools in the city. Schools in other sections have under-utilized capacity. These schools may be used to improve integration. When new schools are constructed, additional capacity will be included so that pupils from inner-city schools may attend.

The proposed plan, effective the second semester of the 1968-1969 school year, is presented as follows:

Senior High Schools

Any senior high school student who wishes may request enrollment in the school of his choice provided the transfer will permit him to participate in an integrated school program. This request for transfer could be full-day or half-day enrollment for a minimum of one semester. The maximum time would be determined by the student and his parents. Transportation of students will be subsidized by the Denver Public Schools The schools may provide services by school bus, public transportation, private automobile, or chartered bus, depending on the transportation problem.



SCHOOL DISTRICT No. 1
City and County of Denver

- • Elementary
- ▲ Junior High
- ■ Senior High
- ○ Sites
- ★ Other Facilities

DENVER SENIOR HIGH MODEL-SCHOOL COMPLEX

The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.

2. Request for enrollment must be in writing and signed by the student and his parent or guardian.

3. Request for enrollment must be approved by the school administration since decisions must be based upon the reasonableness of the numbers of pupils involved.

4. Request for enrollment must be for one-half or a full-day for a minimum of one semester.

5. If a student elects full enrollment in another school, he will be eligible to participate in all student activities in that school, subject to existing limitations on students who transfer from other situations. Otherwise, he will continue to participate in student activities at the school of his original enrollment.

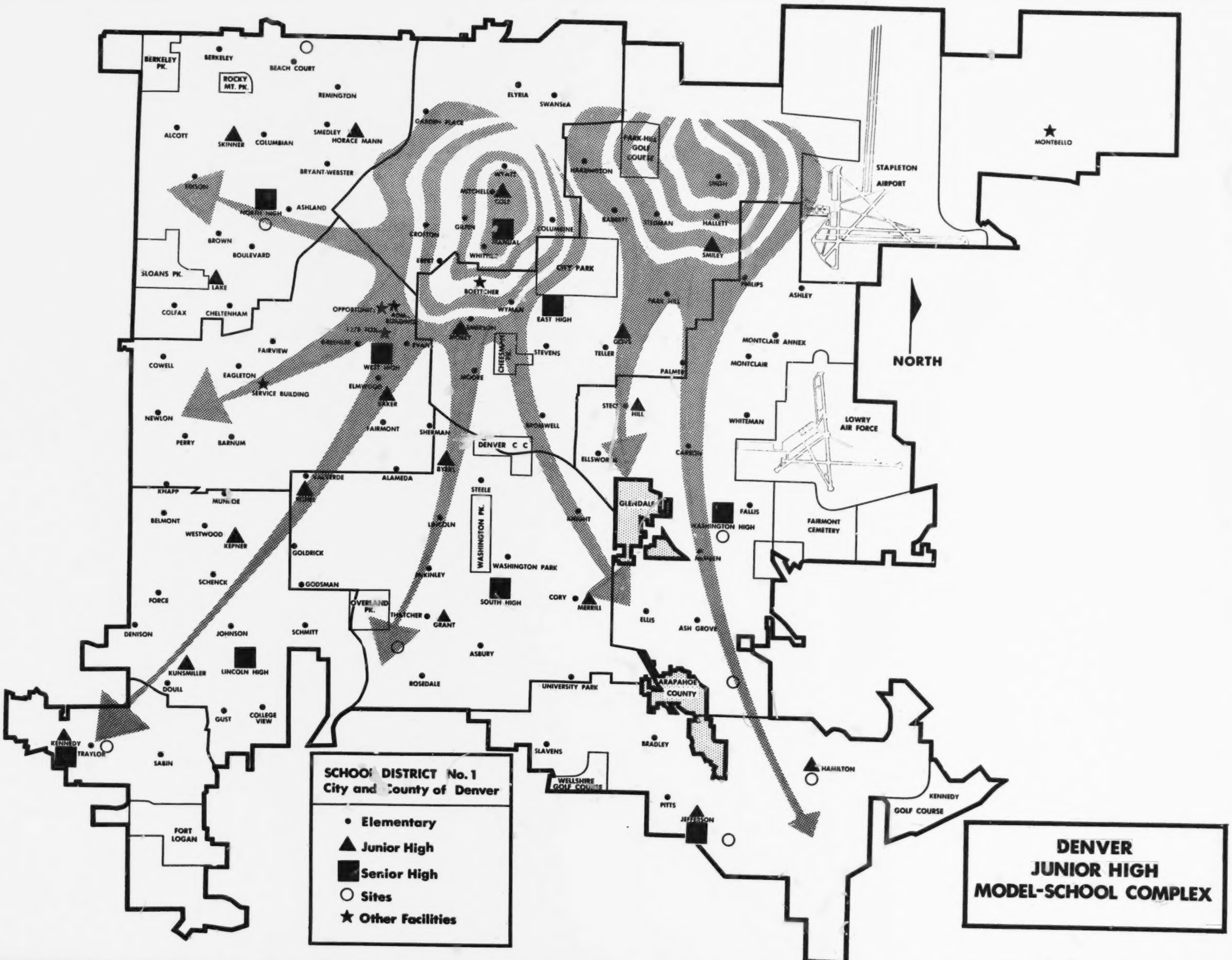
6. Transportation will be established so that any brothers and sisters of a pupil requesting a transfer also may be enrolled in the new school.

Junior High Schools

Any junior high school student who wishes may request enrollment in a junior high school of his choice provided the transfer will improve integration. This request for transfer must be made for full-day enrollment for a minimum of one semester. Transportation of students may be by school bus, public transportation, private automobile, or chartered bus, depending on the transportation problem.

The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.



DENVER
JUNIOR HIGH
MODEL-SCHOOL COMPLEX
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities
NORTH
STAPLETON AIRPORT
LOWRY AIR FORCE
FAIRMONT CEMETERY
ARAPAHOE COUNTY
WELLSHIRE GOLF COURSE
KENNEDY GOLF COURSE
CITY PARK
DENVER C C
WASHINGTON PK.
OVERLAND PK.
ROCKY MT. PK.
SLOANS PK.
BERKELEY PK.
FORT LOGAN
BERKELEY
BEACH COURT
REMINGTON
ALCOTT
SKINNER
COLUMBIAN
SMEDLEY
HORACE MANN
BRYANT-WEBSTER
ASHLAND
BROWN
BOULEVARD
LAKE
COLFAX
CHELTENHAM
FAIRVIEW
COWELL
EAGLETON
SERVICE BUILDING
NEWLON
PERRY
BARNUM
KNAPP
BELMONT
WESTWOOD
KEPNER
SCHENCK
FORCE
DENISON
JOHNSON
SCHMITT
KUNSMILLER
LINCOLN HIGH
DOULL
GUST
COLLEGE VIEW
KENNEDY
TRAYLOR
SABIN
GOLDRICK
GODSMAN
ALAMEDA
FAIRMONT
SHERMAN
ELMWOOD
BAKER
WEST HIGH
EVANS
OPPORTUNITY
ADM. BUILDING
1278 FOX
GREENLEE
CROFTON
GARDEN PLACE
ELYRIA
SWANSEA
WYATT
MITCHELL
GOLF
GILPIN
MANUAL
WHITTIER
EBERT
BOETTCHER
WYMAN
EAST HIGH
MOORE
CHEESMAN PK.
STEVENS
BROMWELL
BYERS
STEELE
LINCOLN
McKINLEY
WASHINGTON PARK
SOUTH HIGH
THATCHER
GRANT
ASBURY
ROSEDALE
UNIVERSITY PARK
SLAVENS
BRADLEY
PITTS
JEFFERSON
HAMILTON
KENNEDY
GOLF COURSE
ELLIS
ASH GROVE
CORY
MERRILL
KNIGHT
GLENDALE
ELLSWORTH
STECK
HILL
CARSON
PALMER
TELLER
GOVE
PARK HILL
PHILIPS
ASHLEY
MONTCLAIR ANNEX
MONTCLAIR
WHITEMAN
FALLIS
WASHINGTON HIGH
McKEEN
HALLETT
SMILEY
STEDMAN
BARRETT
HARRINGTON
PARK HILL GOLF COURSE
SMITH
COLUMBINE
MONTBELLO

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2. Request for enrollment must be in writing and signed by the student and his parent or guardian.

3. Request for enrollment must be approved by the administration since decisions must be based upon the reasonableness of the numbers of pupils involved.

4. Request for enrollment must be for a full-day for a minimum of one semester.

5. Transportation will be established so that any brothers and sisters of a pupil requesting a transfer may also be enrolled in the new school.

Elementary Schools

Any parent or guardian of an elementary school pupil who wishes may request to have his child enrolled in any elementary school provided the transfer will improve integration. This request for transfer must be for a full-day enrollment for a minimum of one semester. Transportation of the students will be provided by the School District.

The plan will operate under the following conditions:

1. Request for enrollment in another school must improve integration in the receiving school.

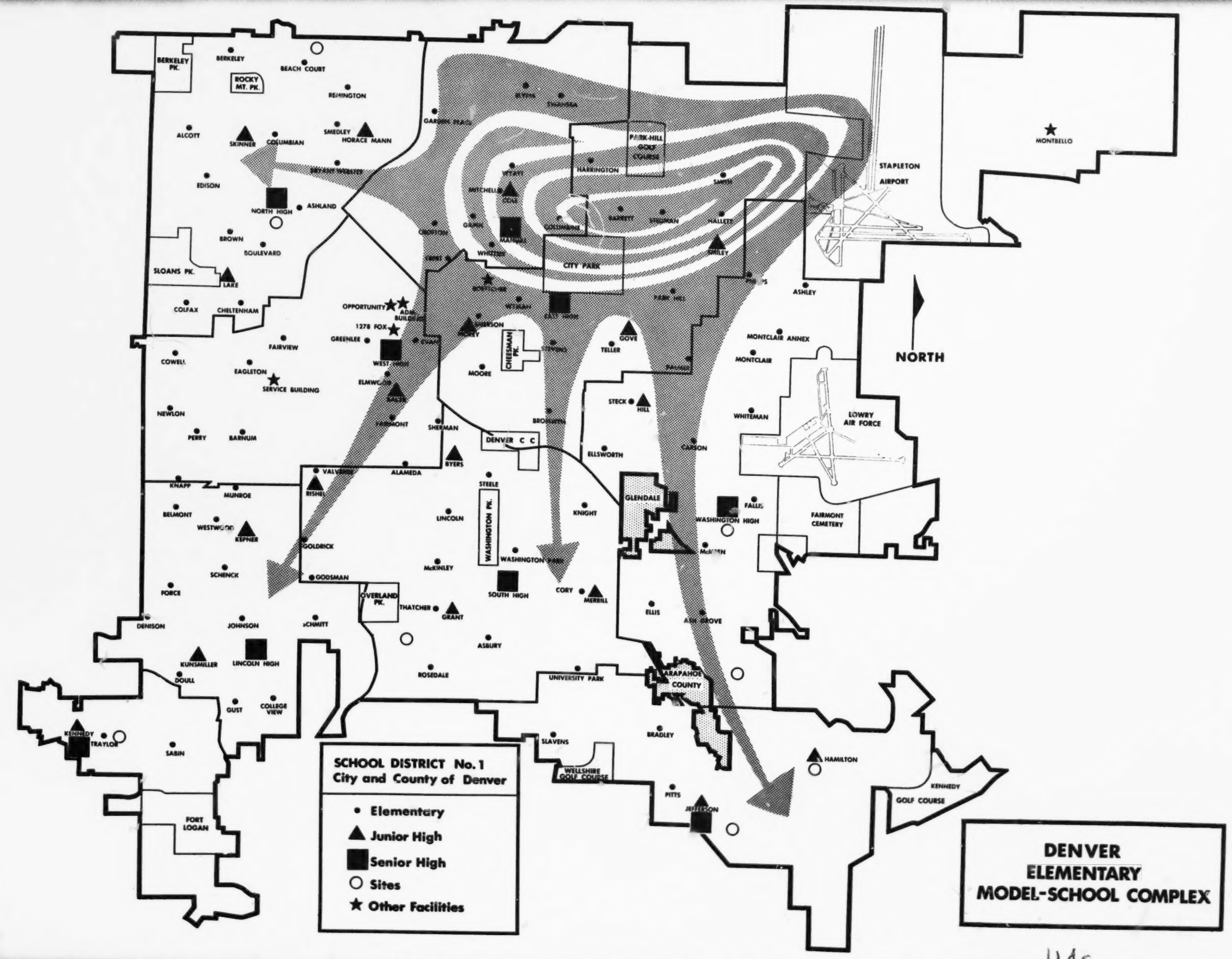
2. Request for enrollment must be in writing and signed by the parent or legal guardian.

3. Request for enrollment must be approved by the school administration since decisions must be based upon the reasonableness of numbers involved.

4. Request for enrollment must be for a full-day for a minimum of one semester.

5. Students will be assigned in such a way that they will be integrated throughout the grades and classes of the receiving school.

6. Transportation will be established so that brothers and sisters of a pupil requesting a transfer may also be enrolled in the new school.



DENVER
ELEMENTARY
MODEL-SCHOOL COMPLEX
SCHOOL DISTRICT No. 1
City and County of Denver
Elementary
Junior High
Senior High
Sites
Other Facilities
NORTH
STAPLETON AIRPORT
LOWRY AIR FORCE
FAIRMONT CEMETERY
CITY PARK
PARK-HILL GOLF COURSE
CHEESMAN PK.
DENVER C C
WASHINGTON PK.
OVERLAND PK.
ARAPAHOE COUNTY
WELLSHIRE GOLF COURSE
KENNEDY GOLF COURSE
BERKELEY PK.
ROCKY MT. PK.
SLOANS PK.
FORT LOGAN
BERKELEY
BEACH COURT
REMINGTON
ALCOTT
SKINNER
COLUMBIAN
SMEDLEY
HORACE MANN
EDISON
NORTH HIGH
ASHLAND
BROWN
BOULEVARD
LAKE
COLFAX
CHELTENHAM
OPPORTUNITY
1278 FOX
GREENLEE
FAIRVIEW
COWELL
EAGLETON
SERVICE BUILDING
NEWLON
PERRY
BARNUM
KNAPP
MUNROE
BELMONT
WESTWOOD
KEPNER
SCHENCK
FORCE
DENISON
JOHNSON
KUNSMILLER
LINCOLN HIGH
DOULL
GUST
COLLEGE VIEW
KENNEDY
TRAYLOR
SABIN
GARDEN PLACE
ELYRIA
SWANSEA
WYATT
MITCHELL
COLE
GAPIN
MANUAL
WHITTIER
CROFTON
BORTCHER
WYMAN
EAST HIGH
HARRINGTON
SMITH
BARRETT
STEDMAN
HALLETT
EMILEY
PHILIPS
ASHLEY
PARK HILL
GOVE
TELLER
PALMER
MONTCLAIR ANNEX
MONTCLAIR
WHITEMAN
STECK
HILL
CARSON
ELLSWORTH
GLENDALE
FALLIS
WASHINGTON HIGH
McKEEN
KNIGHT
MONTBELLO
MOORE
STEVENS
BROADWAY
SHERMAN
FAIRMONT
BYERS
ALAMEDA
VALVERDE
RISHEL
GOLDRICK
GODSMAN
STEELE
LINCOLN
McKINLEY
WASHINGTON PARK
SOUTH HIGH
CORY
MERRILL
THATCHER
GRANT
ASBURY
ROSEDALE
ELLIS
ASH GROVE
UNIVERSITY PARK
SLAVENS
BRADLEY
HAMILTON
PITTS
JEFFERSON

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These provisions for voluntary open enrollment - with transportation provided by the District - to improve integration in the Denver Public Schools represent a major step forward. While the initial phases may be governed by the reasonableness of numbers in terms of space and the ability of the District to finance the program, the long-term implications are extremely promising.

Implementation of pupil transportation proposals to provide quality, integrated education has been started. Approximately 900 pupils already are being transported from Philips, Smiley, Smith, and Stedman Schools to other schools with available capacity. This aspect of the integration plan can be expanded as needed schools constructed in newer parts of the city provide additional capacity.

Instructional Programs

The real value of any transportation plan depends upon the educational program that awaits pupils at the end of their journey. This is the key to the proposed plan for quality, integrated education. Programs of massive cross-busing for racial balance do not, in themselves, contain sufficient promise of long-range educational benefits.

The recommended plan is based upon programs of educational excellence. When transported pupils arrive, they will benefit from the educational experience which has been carefully planned to provide a level of instruction beyond that possible in every school.

The racially and socially shared learning experiences proposed in the plan will succeed, because they are built upon exemplary educational programs. At the elementary level, the educational complexes

will contain multi-media equipment, a resource of specialized staff and supportive services too costly to duplicate in all schools.

The Senior High Model-School Complex will be the educational hub for students from all of the city's high schools. In this centralized complex will be offered an extremely broad range of courses and activities for high school students who will attend this center for highly specialized offerings. For example, advanced courses will be given in the cultural arts, mathematics, science, language, the humanities, commercial, and technical education. In addition, the Complex will serve as a center for advanced placement and college level courses; data storage and information retrieval; resource materials and student study; educational research and development; District supportive educational and administrative services.

Through this center, all of the proposed complexes can be interrelated through a communications network of television and other media. An organizational structure can be created which will allow for economical utilization of facilities, personnel, and materials throughout the entire school system.

Two other equally exciting educational programs, based upon innovative educational ideas with the potential for providing cross-ethnic and quality educational experiences are the proposed Outdoor Education Center and the Manual-College High Program. Denver urgently needs such educational facilities and programs wherein pupils from all races can attend and learn together. These two new developments will be an important part of the District's offerings. It is planned that these programs will evolve into productive educational experiences for the children and youth of Denver.

Staffing

Staffing patterns will continue to be consistent with the goals and objectives of integration. At the present time there are 425 minority teachers in a total teacher staff of more than 4,000. Newly employed minority teachers are assigned to schools in ways that best promote integration of the professional staff. Continuing efforts are being made to recruit and employ additional qualified minority educators as teachers and administrators.

Intensive efforts to hire and retain minority group employees for all job classifications are under way.

A most important part of staffing practices relates to sensitivity training wherein the entire professional corps of the Denver Public Schools will be sensitized to the importance and implications of their work for human and intergroup relationships. Several projects to accomplish this are currently being carried on by the Office of School-Community Relations by means of inservice meetings, seminars, and television programs.

Facilities

Implementation of the Model-School Complex concept enables the staff and community to approach school building design in innovative ways. Modern educational programs require many types of classrooms, laboratories, special spaces, and service facilities to complement the wide variety of teaching-learning experiences in the schools.

Effective planning will enable the staff and citizens to make economical use of existing buildings, replace older buildings in locations best suited to the needs of the community, and to construct new buildings in areas of the District where children do not now have schools close to their homes.

The following table summarizes projects proposed in the various phases of the report:

Summary of School Building Projects

Under construction

Elementary addition	1
Elementary Complex unit	1
Junior high school - new	1
Junior high school - addition	1

Authorized and financed

Elementary Complex unit	1
Junior High School	1

Projects in Phase III - Bond fund financing required

A. Elementary

Replacements	7
Elimination of old sections	5
Conversions to Complex units	3
Major additions	2
New buildings	3

B. Junior High Schools

Conversions to elementary Complex units	2
Major additions	2

C. Senior High Schools

Major additions	8
New buildings	1
Conversion to Model-High School Complex	1

D. Other Projects

Other Projects	1

Projects under construction and authorized will be financed by means of Capital Reserve Funds. Bond funds will be required for those projects needed to implement the most urgently needed building remodeling, replacement, and new construction.

In addition to these projects other building needs have been identified and have been included in Phase Four so that in the long-range consideration all of Denver's school building needs can be met. Complete details of this phase are found in Phase Four of the Time-Phase section of the report.

Initiating Complex Organization

Immediate steps to begin implementing the Model-School Complex Concept can be taken as soon as the proposal is approved. Once the Complex structure has been identified, the administrative organization can begin to function even though actual construction of some units will begin in a later phase. This reflects the flexibility inherent in the Complex Concept because the administrative structure can begin functioning at once thereby assisting in planning, decentralizing the decision making process, and serving to provide required supportive services.

- APPENDICES -

The materials contained in the Appendices are illustrative of the comprehensive nature of the community contacts made and the extent of relevant printed materials studied by the Consultants. Some of the organizations communicated their suggestions by letter, while representatives of others conferred directly with the consultants. These activities engaged in by the Consultants represent an important contribution to the report.

Any other interested individuals or groups who were not contacted or who may have additional suggestions are asked to forward these at this time.

APPENDIX A

LIST OF LOCAL ORGANIZATIONS ASKED FOR DATA AND MATERIAL:

Adult Educational Council

American Civil Liberties Union

American Friends Service Committee

American GI Forum

- Denver Chapter
- Mile-Hi Chapter
- Skyline Chapter

American Jewish Committee

Anti-Defamation League

Au Naturel

Auraria Community Center

Bahai Denver Assembly

Black Educators United

Black Youth United

Boulevard East Community Action Group

Bureau of Indian Affairs

Capitol Hill Improvement Committee

Catholic Human Relations Council

Catholic School Office

CEA Summer Project

Christian Family Movement (CFM)

Chamber of Commerce

Children's Educational Fund

Churchwomen United in Denver

Citizens for One Community

Clearinghouse for Concerned Citizens

Colorado Civil Rights Commission

Colorado Council of Churches

Colorado Department of Employment

Colorado Education Association

Colorado Office of Economic Opportunity

Colorado Partners of the Alliance (CPOA)

Commission on Community Relations (Denver)

Committee on Greater Opportunity

Community Development Agency

Concerned Citizens for Neighborhood Schools

Congress of Hispanic Educators

Congress on Racial Equality

Core City Ministries

Crusade for Justice

Curtis Park Community Center

Delta Sigma Theta Sorority, Inc.

De Smet Indian Center

Denver Boys, Inc.

Denver Classroom Teachers Association

Denver East Central Human Relations Council

Denver Federation of Teachers

Denver Housing Authority

Denver Inner City Parish

Denver League of Women Voters

Denver Opportunity

Denver Opportunity Youth Center

Denver Parks and Recreation

Denver Police Department

  Police Community Relations Division

East Arapahoe County Human Relations Council

East Denver Parents Council

East Side Action Council

Foundation for Urban & Neighborhood Community Development (FUND)

Future of Central Area Schools

Good American Organization

Inner-City Entrepreneurs (ICE)

Japanese American Citizens League

Jefferson County Human Relations Council

Jobs for Progress, Inc.

LARASA - OJT

Latin American Educational Fund

Latin American Research and Service Agency, Inc.

LEAP

LEAPFROG

Littleton Council for Human Relations

Loretto Heights College

Magi Adventurers

Manual John-Donne Foundation

Metro Denver Fair Housing Center

Metropolitan Council for Community Service

Metropolitan Council for Community Service

Metropolitan State College

Model Cities

Mountain States Employers Council

NAACP

  Freedom House
  Junior and Senior High School Clubs of Mile Hi (NAACP)
  Metropolitan Council
  Mile-Hi Chapter
  Park Hill Branch
  Park Hill Young Adult and College Chapter

National Conference of Christians and Jews

National Congress of American Indians

National Council of Jewish Women

National Council of Negro Women

Neighborhood Health Center

  (Sponsored by City & County, Health & Hospitals)

Neighborhood Youth Corps

New Hispanos

North Denver Action Council

Northeast Park Hill Civic Association

Northwest Denver Community Relations Council

The Optimist Club of Southeast Denver

Park Hill Action Committee

Platte Valley Action Council

Regis College

Religious Council on Human Relations

Roman Catholic Church Human Relations Committee
Salaries, Inc.
Salvation Army
Service Employment Redevelopment (SER)
Southeast Denver Human Relations
Southeast Denver Jaycees
Southeast Denver Social Action Group
Southwest Action Council
Southwest Adams County Human Relations Council
Southwest Denver Human Relations Council
Spanish Surnamed Small Businessmen's Association
State Department of Education
  Division of Urban Education
Turnstile
United for Progress
United Fund
United States Civil Service Commission
United States Dept. of Transportation
United States Small Business Administration
University of Colorado
  Community Service Department
University of Colorado - Denver Extension Center
  Center for Urban Affairs
Urban League of Denver
Urban Renewal Authority
West Side Action Council
White Buffalo Council
Women for One Community
Work Opportunity Center
  Denver Chamber of Commerce
YEA for Denver Program
YMCA:
  Branch - 25 East 16th Ave. 80202
  Branch - 1545 Tremont Place
Youth Council for Community Action (YCCA)
Youth Opportunity Center
Youth Motivation Program

APPENDIX B

The list of some books, documents, and articles that have been evaluated for this report are:

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